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# Revitalization Not Retirement: A Case for Transformative Professional Development that Echoes the Voices of Eight Veteran Literacy Teachers

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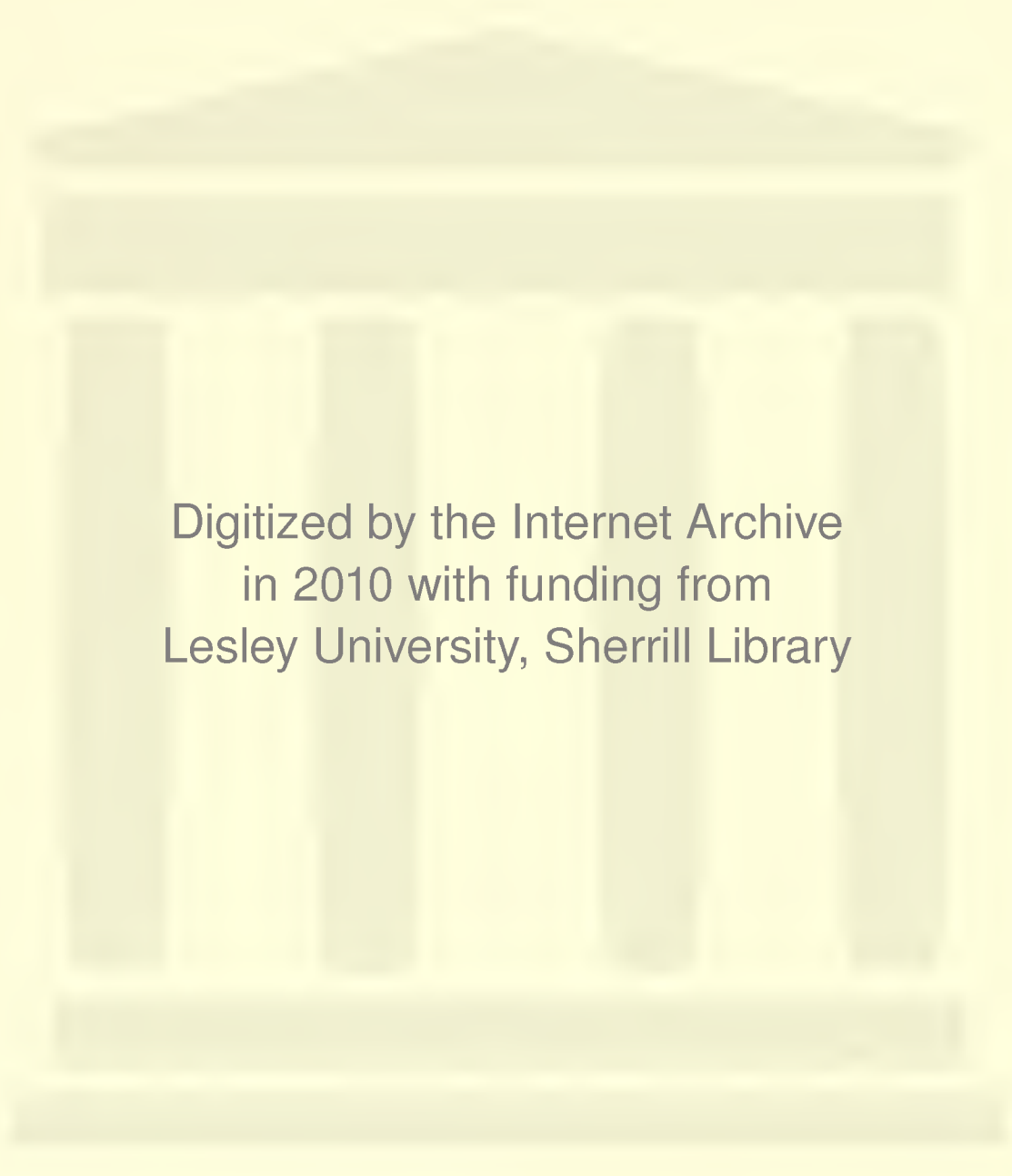
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Revitalization Not Retirement: A Case For Transformative Professional  
Development that Echoes the Voices of Eight Veteran Literacy Teachers

Dissertation

submitted by

Mary Ann Johnson

in partial fulfillment of the requirements  
for the degree of  
Doctor of Philosophy

Lesley University  
April 4, 2001





*The beauty of discovery  
lies not  
in viewing new landscapes,  
but  
in having new eyes.*

Marcel Proust





# Revitalization Not Retirement: A Case For Transformative Professional Development That Echoes the Voices of Veteran Literacy Teachers

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- k--organizational chart of audio and videotapes [actual tapes are cataloged in researcher's home library]
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## ACKNOWLEDGEMENTS

This dissertation was born out of a God-given heart for children learning literacy, those who teach literacy and a love of writing. As He fashioned me to become the first-born child of two loving, God-fearing parents James and Willie Mae Person, I believe He was saying, "I'll make this one a literacy teacher."

Marian Wright Edelman, in her book *Lanterns*, describes mentors who served as cheerleaders dispensing angelic support and constructive criticism. I have been equally blessed with "lanterns" along my career path spanning nearly three decades in the Boston Public Schools. I began as a second grade teacher, taught first grade for one year, moved into reading as a Title One specialist due to my gnawing concern for the non-reader. I then was selected as a state sponsored Lucretia Crocker Fellow, as a result of a language arts curriculum unit I wrote specifically for the low achieving reader. I served as an administrator, before voluntarily leaving to be trained as a Reading Recovery Teacher Leader by Irene Fountas at Lesley University. It was in that setting I sharpened my tools as a learner and teacher of literacy: Thank you, Irene. I now work as an assistant professor at a large university, where the primary mission is to prepare and support teachers in urban settings. During each of these professional moves, I gathered perspectives as a teacher and teacher educator working in the field of early literacy. These perspectives have been informed by countless, eager fledgling first grade readers, and the wisdom of numerous colleagues: Linda Garbus, Martha Gillis, Casel Walker and Beatrice Wyatt stand out among these educational giants. For the past ten years, though mainly working with Reading Recovery educators, I have been impressed by the consistent levels of commitment and courage exhibited by veteran classroom teachers. I am deeply indebted to eight of these veterans [Fanny, Kate, Leah, Mary, Mona, Tina, Tracy and Ora], and to the principals who encouraged them to journey with me, that I might hone my craft as a teacher educator,

With an overwhelming sense of gratitude, I applaud the assistance of four recent "lanterns" who comprise my dissertation committee: Susan Merrifield, Catherine James, Maureen Riley and Joseph Petner. Their wise insights lifted my academic gaze; their compassionate support nourished my spirit. I also thank the administrators of the PHD program at Lesley University who operated in ways that liberated and empowered me as an adult learner. I cannot forget the technical in-home expertise offered by Rosann Tung as well as the clerical support efficiently provided by Irene Decola, Vikki Harris and Cindy Tabor. Finally, words will never convey my appreciation for support patiently rendered in terms of critical advice, motivation, consolation and affirmation by my partner in love and life, Philbert Johnson.





## ABSTRACT

Guided by the central question “**How do professional development opportunities regarding the use of running records effect the thinking and practice of veteran teachers ?**”, this study investigated the way in which eight highly experienced literacy teachers learned to use formative assessment to guide instruction of a student at risk of failure in reading. From the most veteran teacher with thirty-three years to the “baby” with fifteen years of service to children, they represented a seasoned group of early childhood professionals willing to grapple with formative assessment, a concept for which all admitted they had been ill-prepared. Through this action research project, intentionally undergirded by constructivist principles, the researcher facilitated a series of eight study groups designed to engage these seasoned educators in the challenges of change. Participants engaged in structured interviews, coding and analysis of focal students’ running records, audiotaped reading lessons and journal writing. They videotaped administrations of the *Developmental Reading Assessment* which, in turn, served as teaching vehicles facilitating collegial and systematic observation of students’ literacy skills. All focal students made significant gains.

The study’s overarching aim was to elucidate a paradigm of professional development that recognizes the distinctive learning needs of veterans as articulated by veterans. Sub questions included:

- How do veterans perceive and report shifts in their thinking in regards to assessment “now and then”?
- What particular aspects of this professional development experience do veterans say support these shifts ? What is challenging to them ?
- In what observable/measurable ways can these shifts in thinking be linked to changes in assessment practices ?
- To what extent does context [classroom/school/system] impact thinking shifts and accompanying changed practices ?

Data analysis leads the researcher to draw the following implications about professional development for the highly experienced educator: 1) professional support requires co-construction based on self-analysis interwoven with systemic requirements 2) veterans value and seek time to observe and reflect upon actual student work with research as an informant 3) although content is critical, format with opportunities to practice new strategies and take risks, mentored by a knowledgeable colleague, appears to be more transformative 4) collegial interaction can make or break the teacher’s disposition to learn and grow in a school; research participants were adamant about the need for generous direct and indirect support of the principal in this regard.



## Statement of the Problem

*...particularly in the world of teacher development, the central ingredient so far missing is the teacher's voice. Primarily the focus has been on the teacher's practice. What is needed is a focus that listens above all to the person at whom "development" is aimed. This means that strategies should be developed which facilitate, maximize, and in a real sense legislate, the capturing of the teacher's voice.*

*(Goodson, as cited in Hargreaves and Fullan, 1992, p. 114)*

In the cacophony of educational reform, as it relates to literacy instruction, where is the voice of the veteran educator? According to a 1993-94 study by the National Center for Education Statistics, veteran teachers are the rule with an average age of 43 in the profession, up three years from the 1987-88 average. Nearly, three quarters or 67% of public school teachers are 40 years or older (Meek, 1998). Evans, over a decade ago, also found that most teachers were in the middle to latter part of their careers. According to work by Felstritzer in 1986, the average teacher was approaching 50; seventy-five percent of teachers had been teaching for at least ten years and fifty percent for fifteen years or more.

On national state and local levels, heightened attention is being paid to professional development. Sparks and Hirsch cite the remarks of an urban administrator:

*It is most satisfying to demonstrate the link between professional development and student outcomes. The investment in quality teaching is the most important investment we can make. All educators need the opportunity for continuous improvement. I believe professional development will be the major educational issue of the 21st Century. (1997, p. 51).*

In stark contrast, such levels of interest are NOT being paid to professional development needs *as articulated by veterans*, one third of whom are eligible to retire in Boston within the next decade (Endo and Metzger, 1998). I believe this population has much to offer both in terms of *proficiency and experience* appropriately meeting individual student needs and mentoring new teachers. Additionally, due to high numbers of seasoned teachers in our national teaching force, and a pending critical teacher shortage within the next few years, professional development efforts must focus on retention and revitalization of this particular teacher. In a similar vein, Goodson argues that "too few of the countries at the hard edge of teacher shortages have bothered to fund serious study of teachers' lives to examine and extend our understanding of teacher





drop-outs" (1992, p. 118). I agree and contend such mid-career teachers have unique stories to tell which would shed tremendous light on the mushrooming problem of teacher shortages.

Although professional development efforts must be informed by current research, veteran teachers must have license to define what they deem as meaningful to their growth, feeling free to evaluate what facilitates their development. This view is reflected in Steffy's "career stages model" (1989) which moves away from behavioristic orientations to a human development model. It incorporates the person, the whole teacher and considers factors of willingness, receptivity and degree of technical competence to undergo development..." (p. 8). Although there is an "overlay of age component" (Rhee, 1974; Havighurst, 1963), it is a model based on "attitude and self-actualization" (p. 19) through one's work *despite having reached a certain age*. Steffy's model celebrates efficacy of the individual teacher recognizing that

*...internal orientation to teaching is not stable. Rather it is fragile, permeable, regenerative and expandable. Because teachers are human their orientation to work is renewable. Schools are at the same time no better or worse than the least able teacher...teachers remain the one indispensable, yet most mysterious resource that exists in schools.*

I believe humanistic professional development nurtures efficaciousness. Steffy's model explains the existence of countless veterans who remain exuberant and competent. If educational reform is to bring substantial change, we must hear veteran teachers' stories. We must listen to how they talk about the following questions in the context of professional development:

- When instructional practice changed, how and why did it take place?
- When you – as a seasoned practitioner –have torn the fabric of your teaching, embracing the pain of change, what supported you through the process?
- What belief barriers have come crashing down in your career and why?
- What values have you discarded in your professional journey and why?

Roskos and Neumann (1999) comment that learning teachers result in learning students. Similar beliefs are promulgated by Allington and Walmsley (1995) who candidly describe literacy teachers' influence on instructional experiences of children. While they recognize the limits that can be placed upon educational possibilities by administrative decisions, they point out the lack of skill displayed by classroom and specialist



teachers in literacy instruction, especially with low achieving students. Here then is provided yet another reason highlighting the importance of quality professional development for veteran classroom teachers responsible for teaching literacy.

Being able to articulate professional development needs may be problematic for most seasoned teachers who were socialized in a transmission model and who were not attuned to the values of reflection on their craft. They were given directives, methods, and activities and told what to do. This was the traditional view of professional development (Lortie, 1975; BPS Curriculum Document, 1962; Sarason, 1971; Keel and Rowland, 1974; Jones, 1966). Darling- Hammond (1996) states that education reform now calls for teachers to grasp content areas at much higher levels and do it in more flexible ways using students' own learning as instructional entry points. She goes on to say that "most training of teachers is not prepared for these two challenges - content and flexibility." Similarly, Krupp (1988) more pointedly contends that "as a profession, norms for continual growth have not been high". Kamii in a similar vein believes that "two or more generations of teachers must retire before a change to constructivist education takes place" (1982, p. 13).

Despite socialization, which led most veterans not to reflect on their practice, not to articulate what they needed, not to evaluate utility of professional development experiences, I contend *lack of opportunities* to engage in these ways has exacerbated the tendency to teach without a reflective orientation. This study explores my contention that conceptual change leading to change in practice can take place. It happened to me after twenty years of literacy teaching. Veterans need more professional development opportunities, which incorporate constructivism as an epistemology of learning. Taylor (1990, p. 6) writes:

*Constructivism provides...a strong methodological rationale for facilitating, teacher conceptual change. It requires that teachers' existing knowledge and beliefs be the starting point for a socially negotiated process of conceptual change. A collaborative research relationship with a teacher-as-researcher focus provides a context for the teacher to evaluate the viability of [her] pedagogical beliefs, knowledge and classroom actions. An interpretative research approach provides a means of interpreting qualitative classroom-based research data from a constructivist perspective, providing the teacher with operative knowledge of constructivist epistemological principles (cited from Tobin & Espinet, 1987).*

My research incorporates these ideas as they relate to the highly experienced literacy practitioner (more than twenty years). Professional development of most seasoned teachers was vastly different than that





described by Tobin and Espinet. Darling-Hammond (1996) describes these earlier methods of training as the "factory model of management". Supervisors planned and thought; workers merely did. Principals organized the work for teachers whose job was to do it. Teacher training was viewed as "in-service wherein veterans received quick fix directives and specific materials, methods and activities to manage their work. Now in a rapidly changing technology based society where diversity is the rule rather than the exception, the present-day work of veterans "cannot be teacher-proofed through management systems, testing mandates or curriculum packages" (p. 7, 1998). Until very recently, most seasoned practitioners have had limited opportunities to do more than read or simply be lectured to regarding their practice. These teachers generally "experienced learning divorced from practice, and divorced from interpretation of that practice" (Darling-Hammond, 1996).

My work provided veterans with opportunities to question, puzzle out and inquire about children's actual work in the context of a study group. It was envisioned that these experiences would result in a derailing of the old paradigm of professional development where they were viewed as professionals who had completed learning about teaching. Darling-Hammond labels this ideology as a mechanism, which sought "remote control teachers with simplistic formulas and cookie cutter routines (1998, p. 9). In contrasting fashion, my work embraces the human development paradigm which defines the professional as one who "learns from teaching" and such a paradigm builds the capacity [of teachers] to inquire systematically and sensitively into the nature of learning and the efforts of teaching" (p. 9). It is a paradigm of empowerment (Dewey, 1929). If we desire independent students, new ways of learning must be co-designed by the significant number of veterans (nearly 50%) employed in our schools. It is my contention and experience that providing such a "cafeteria of professional development pathways" leads to independence and empowerment for veterans. (Steffy et al, 2000)

This research explores a place to begin by encouraging veterans to chart their learning opportunities informed by current research, being supported and challenged to shed entranced "appreciation systems" (Schon, 1983) if need be. I believe that most veteran teachers are committed enough and experienced enough to articulate professional development strengths and needs *if given the opportunity* with guidance from a trustworthy, knowledgeable, sensitive mentor (Daloz, 1986). Veterans in this study hopefully learned the value of inquiry and began to see teaching as a craft. Schifter (1996) describes, "trying out new ideas





and analyzing students' learning's as "not merely the means to [our] practice, [but] the essence" (p. 499).

I conducted this research not desiring to tell teachers, in a didactic fashion, what they should do or know. Through this experience, I hoped to provide the opportunity for veterans to reflect-in-action carrying out as Schon states a "reflective conversation with the materials of a situation..." (1987, p. 31). Desforges presents the work of Bereiter who also captures a unique view of teaching as "acquired modularity" or a "certain way of relating to the world" (1990, p. 612). Bereiter says the challenge is to "...provide a theoretical account of how resources for learning are brought into play in the construction of new learning,,,a theory of the learner expert is at once "a theory of private and social factors and a theory of application and acquisition of knowledge." My study examined this concept, and placed these teachers in a discovery mode--a mode to which most veterans are not accustomed where it was perfectly acceptable to view mistakes as a source of discovery rather than an occasion for self-defense. Veterans need such opportunities to safely step out of the role of didactic expert, and safely drop the "façade of infallibility" (Schon, 1983). Such a constructivist philosophical orientation with respect to professional development did not always exist; such process-oriented concentration on the teacher as learner was not always the case. The veterans' previous self-acknowledged view of themselves as learners is nearly nonexistent. The Carnegie Forum (1986) underscored this unfortunate state of affairs stating that as a society, higher values needed to be placed "not just on schooling but on learning".

Educators who began their teaching careers during the 1960's tended to be led by tradition and what they'd been taught. Educational theory and university research were divorced from the business of daily classrooms. Although there was limited progressive reform, change was nearly impossible because inadequately trained teachers were unable to implement complicated teaching that such reforms called for. Those entering the profession adapted to their context, and the more experienced teachers lacked socialization regarding inquiry, which would have led to exploration of education reform of the times (Cremin, 1961; Hoffman, 1998).

Educators construed their role as laborers being supervised to do their work (Jones, 1974; Kamii, 1982; Schifter, 1996; Fueyo and Koorland, 1997; Hague and Walker, 1996; Darling-Hammond, 1996/98). During the time in which most veterans began their careers, teacher training generally led to the acquisition of knowledge and literacy methods rather than maintenance of a disposition to learn (Spache 1964; Chall, 1967;



Freire, 1972; Sarason, 1971). Behaviorist principles undergirded much of the learning and teaching (Steffe and Gale, 1995; Zahorik, 1995; Fosnot, 1996; Sparks and Hirsch, 1997). Ball (1996) posited that traditional inservice programs “assume[d] a stance towards practice that concentrated on answers, conveying information, providing ideas and training in skills. He goes on to say that this approach provide[d] teachers with lots of resources but limit[ed] their potential by “lack of critical discussion.” He comments that past staff development efforts concentrated on making teachers comfortable “rarely challenging teachers’ assumptions, or intentionally providing disequilibrium or conflict” which led to a “culture of individualism” in teaching.

This individualist orientation resulted in a scathing commentary issued by the federal government in 1970 entitled the Right to Read Report of Forum 7 of the White House Conference on Children. It bemoaned the critical lack of research-based techniques and the fact that “research bearing on the reading process...needed to be completed and brought together”. This disjointedness, the report contended, had led to an “absence of hard knowledge” resulting in “facts and easy solutions”. It criticized teaching in a transmission mode encouraging “conformity” and “passivity”. It spoke of teachers who were inadequately trained to operate within instructional models that utilized individualized instruction or encouraged creative thinking. It criticized education calling it a “cottage industry” wherein each system, each school, even each teacher performed the job in his own way, guided as much by intuition and tradition as by good management. The report presented a strong argument for researchers to develop a criterion reference system that teachers would implement. This ushered in an era of greater research-based professional development concentrating on student outcomes with the teacher serving in the implementer role.

Borne out of this national focus on increased monitoring and accountability (Dow, 1992) was an exhaustive research report entitled *Becoming a Nation of Readers* (1985). Glaser writes in the introduction:

*The last two decades of research and scholarship on reading, building on the past have produced an array of information which is unparalleled in its understanding of the underlying process in the comprehension of language. Although reading abilities and disabilities require further investigation, present knowledge, combined with the context of literacy in the educational process, makes the report cause for optimism. Gains from reading research demonstrate the power of new spectra of research findings and methodologies to account for the cognitive activities in school.*





With the burgeoning of reading related research came new discoveries about the nature and interrelatedness of teaching and learning. Constructivism, as a theory of learning, underpinned much of the philosophical shifts taking place in education. Cummins (1964) commented that traditional behaviorist models wherein teachers imparted bits of information into an empty vessel (child) “inhibited the intrinsic motivation and active involvement in learning that are essential for the development of higher order cognitive and academic skills. In an even more emphatic statement, he suggested that “learning disabilities of many students are pedagogically induced rather than a reflection of some intrinsic processing deficit (p. 223). Fosnot (1996) makes reference to these opposing paradigms.

*“Constructivism...is in direct opposition to behaviorism and maturationism. Rather than behavior or skills as the goal of instruction, concept development and deep understandings are the foci; rather than stages being the result of maturation, they are understood as constructions of active learner reorganizations” (p. 10).*

Thus, emphasis on the role of the learner, and *how* learning occurs came to be more widely explored (Vygotsky, 1978; Piaget, 1964; Dewey, 1968; Bruner, 1973; Chomsky, 1972; Clay, 1991; Zahorik, 1995). Constructivist philosophy was also embedded in emerging theories about the reading process throughout the 1970’s and 1980’s. The view of a reading method as an end in itself was giving way to a more expanded one wherein methods were limited means to an end. (Goodman, 1970; Smith, 1971, 1976; Golinkoff, 1975; Guthrie, 1977; MacGinitie, 1975; Garguilo, 1971). All of this research paved the way for a more detailed consideration of literacy instruction with particular attention to the *role of the teacher* as it impacted the learner.

This heightened emphasis on the teacher generally manifested itself in two ways in the context of professional development. First of all, teaching behavior as it impacted the learner became more of a concern than actual teaching methods. Silverman (1970), following the lead of the Right to Read proponents, attacked outmoded ways of teaching. His work gave rise to more innovation and flexibility epitomized by the Open Education movement. Shanahan and Newman (1997) scrutinized forty studies desiring to understand the extent to which research findings influenced classroom literacy. They described thirteen of the most influential studies since 1961. These researchers concluded that no instructional method was superior, but that an eclectic approach by the teacher was associated with high student achievement. They highlighted





“teacher effects” and the need for greater concentration on “teacher and learning situation characteristics rather than methods and materials...” (p. 208). In an apparent call for more attention to teacher shortcomings rather than those of the student, they state:

*...the status of reading achievement [i.e. the student...] has been monitored for decades, but instruction [i.e. the teacher] has not. (p. 204).*

Numerous similar studies were conducted expousing directly or indirectly a constructivist orientation in which the interplay between teacher and student was examined and found to be critical; professional development blossomed as an effort which equipped teachers with research based theory and practice (Jones, 1966; Powell, 1972; Schmidt, 1973; Lyons, 1990; Clay, 1991; Flood and Lapp, 1990; Dahl and Frappon, 1991; Mosenthal and Ball, 1992; Massachusetts Curriculum Frameworks , 1993; McGilly, 1994; Scheurmen, 1998; Saunders and Goldberg, 1996). Additionally, journals and professional texts began to flourish offering research-based strategies for literacy teachers to implement (Graves, 1983; Palinscar and Brown, 1985; Holdaway, 1979; Dixon-Krauss, 1995). Research also flourished as the driving force informing the work of teachers most notably in the field of reading.

A second manifestation of this increased investigation of teacher responsibility came in the form of a radical paradigm shift regarding the process of teacher training. This shift led to an expanded definition of teaching and what it meant to be a teacher. It was no longer mere transmission of methods, but now a craft to be continuously refined. She was no longer a repository of didactic information, but was now a dynamic learner and inquirer always poised to “flexibly adapt [her] actions to fit specific contexts” defined by Roehler and Duffy (1991) as “instructional, effectiveness”. Once again, constructivist ideology fueled this shift as had happened in the case of student learning:

- Unless teachers are given ample opportunities to learn in constructivist settings and construct for themselves educational visions through which they can reflect on educational practices, the instructional programs will be trivialized into “cookbook” approaches (Brooks and Brooks as cited in Sparks and Hirsch, 1997, p. 11).
- ...it is the ability of the teacher to provide a context that responsively shapes instruction to the needs of the learner that makes the difference. It is not the content or form of the



instruction, but opportunities that the teacher provides for the student to negotiate meaning through talk. Ability to understand and conceptualize learning and instruction at the cognitive and sociolinguistic levels takes reflection, practice and time (Lyons, 1990, p. 374).

- Learning to teach is inseparable from learning to inquire (Dewey, 1910 as cited in Fueyo).
- Knowledge...demands a constant searching. It implies invention and reinvention...in the learning process the only person who really learns is s/he who appropriates what is learned, who apprehends and thereby reinvents the learning; s/he who is able to apply the appropriate learning to concrete existential situations. On the other hand, the person who is filled by another with "content" whose meaning s/he is not aware of which contradicts his or her way of being in the world, cannot learn because s/he is not challenged (Freire, 1972 as cited in Elsasser and John-Steiner, 1977, p. 101).

As new insights developed about the teacher as a learner, numerous studies were launched which established a corollary relationship between constructivist-oriented professional development efforts and heightened levels of teacher change. (Mosenthal and Ball, 1992; Flick et al, 1997; Stein, Norman and Clay-Chambers, 1997; Sparks and Hirsch 1997). Numerous other studies concentrated more specifically on reflection and practice establishing that such opportunities facilitated shifts in teacher's thinking and instruction (Van Manen, 1977; Clift, Houston and Pugach, 1990; Sparks-Langer et al, 1992; Kilnon and Todnem, 1991; Brubacher, Case and Regan, 1994; Pinnell, 1994). Through reflection, teachers are encouraged to explore "cognitive structures" which they have created based on their reactions with the world. These structures or "schemas" represent "categories, theories and ways of knowing that provide maps of the world" (Clinchy, 1995). Learning takes place when these "schemas" i.e. values, attitudes, beliefs come in contact with dissonant or new information. Professional development opportunities with a constructivist orientation place special emphasis on beliefs and attitudes as a vehicle for engaging the teacher as a whole person in the learning process (Powell, 1972; Gurney, 1989; Perrone, 1991; Weiner, 1993; Floden et al, 1995; Steffe and Gale, 1995; Morroco et al, 1995).

It is the concern with veteran teachers' dispositions or attitudes



towards learning that sets my study apart from many others. I maintain that a veteran (literacy) teacher is unique as a learner. She enters the professional development setting with a host of values, beliefs and a wide range of experiences. She is required not only to pay attention to vast amounts of research that have emerged since her initial training; she is often required to implement ideas which seem alien and illogical to her. In many cases, she operates out of a very different philosophical paradigm than that espoused by recent research. She is being barraged with massive amounts of research that have been developed since her initial training. She is, simultaneously, being required to implement these ideas, which may be foreign and illogical given her frame of reference. Forced to operate cognitively (and quickly) at surface levels, many veterans superficially implement literacy practices due to inadequate understanding about underlying theories. But who's listening to the veterans' voices? Who is attempting to take a pulse on what supports their continuous learning as articulated by them? Anders (1991) found stark contrasts between researchers' priorities and teachers' actual epistemological and practice priorities. Dewey, more than half a century ago provided insight about this much-needed collaboration between practitioner and researcher:

*[practitioners would be liberated] from the bondage of habit which is always closing in on us, restricting our vision of both what is and restricting our vision of both what is and what the actual may become (p. 210) and the theorist would be liberated from the expectation that they carry all the burdens of knowledge (1929, p. 298).*

There is a requirement to move beyond explaining to the veteran towards conversing with her. While research is burgeoning about more constructivist-oriented methods of professional development, research on the interplay of these methods as they relate to and support the veteran literacy practitioner is scarce in the literature. The impact of socialization patterns and entrenched belief systems has been studied, but not with the specific targeted population in which I am interested (Sarason, 1971; Holmes report (1980); Evans, 1989; Taylor, 1990; Morocco et al, 1995; Schifter, 1996; Sparks and Hirsch, 1997). *[I am not so naïve as to think that there is one simplistic solution to addressing professional development issues regarding seasoned practitioners. Although not largely dealt with due to limited scope of this research, systemic factors play a substantial role (Weiner, 1993; Swenson, 1995; Hague and Walker, 1996; Airasian and Walsh, 1997; Sparks and Hirsch, 1997; Stein, 1997).]*

In this study, it is my intent to conjoin disciplined inquiry with the







study of practice as experienced and reported by eight veteran literacy teachers. I seek to hear their voices, their articulated vision amid the cries for education reform in literacy. As a heuristic researcher, I bring my own personal experiences as a veteran literacy teacher learner. This, I hope, provides a level of believability for those policy makers and administrators who embrace mandates discounting the value of more constructivist approaches to professional development for veteran educators. Hopefully, this research will extend the repertoire of teacher educators, consultants, and other staff developers as they wrestle with facilitating change via professional development efforts, which include large numbers of veterans. Finally, and most importantly, I envision the study being viewed by veterans themselves from two perspectives. First of all, the engaged, vibrant veteran will come to understand that professional development needs (informed by research) can and should be articulated by her. Secondly, the marginal, but willing veteran will come to view herself as a work in progress and to understand that there are “safe” ways to learn and grow as a literacy professional. Such teacher empowerment, I contend, leads naturally to students who are joyful, independent literacy learners. I can vouch, personally, to that. Let us now proceed on this journey as I traveled alongside eight veteran literacy educators. I sought to hear their unique voices; I sought to hear how they personally articulated needs for revitalization not retirement. Join me now.

## PURPOSE OF THE STUDY INCLUDING RESEARCH QUESTIONS

The purpose of this study was borne out of my very personal story of professional transformation. Thus, it is critical that I explain some of the experiences and thinking that gave impetus to the more specific purpose of this research.

My career, as a teacher, began at the age of thirteen in Sunday School. The church elders all marveled at how a fledgling disciple could teach with such wisdom and confidence. My view of teaching as a calling led me to decide, as a junior in high school, to become an elementary teacher. I taught primary grades for many years before deciding to specialize in reading. The need to problem solve and troubleshoot on behalf of the struggling reader was certainly the catalyst for this move. Driven also by an innate desire to instruct as well as inspire Title I students, I created a language arts game supported by a state funded grant. During a subsequent teaching sabbatical awarded by the Department of Education, my passion for working with other educators



became apparent. As I reflect on Steffy's (1989) Life Career Model, I now view this time as a transition from "professional" to "expert" teacher. I served as a principal for a short while, but realized my true interest lay in teacher education. As a Reading Recovery Teacher Leader working with literacy specialists, that devotion (and skill) blossomed. These events awakened that sense of calling, experienced thirty years ago, beckoning me to support other veteran literacy teachers *in the classroom* who yearn to understand and apply research-based principles in their daily teaching. I began my research as a teacher-educator who had experienced the pain and risk of change, as a teacher-researcher who adamantly believed that students are our informants.

I believe in the transformative power of teaching and my personal ability to make a difference in students' lives. However, I view teaching as a job filled with contradictory roles. Peter Elbow describes the paradoxical nature of teaching as he writes, "teachers should be lawyers for the defense" (1986, p. 149), taking an advocate stance supporting strengths in order that students grow and learn. At the same time, he describes teachers as "judges and prosecuting attorneys" (p. 149) as they get involved in issues of grades and evaluation. I continuously grapple with this paradox of being the pupil's supportive instructional ally while simultaneously serving as the critical minded coach. In one role, I encourage interaction and a certain level of dependence. In the other, I foster independence and self-actualization. Marie Clay writes about this dissonance and poses these questions about which I too wonder. How do I manage "to time the steps of pedagogy to match unfolding capacities", how do I manage "to instruct without making the learner dependent, and how do I manage to do both of these while keeping alive the zest for further learning"? (1991, p. 344) This ongoing dynamic between the developing student and the teacher intrigues me. I am increasingly convinced that formative assessment serves to enrich this dynamic. This constitutes the reason, in part, that utilization of the running record as an assessment tool constituted a key element in the design of this research project. Helping other veterans investigate accumulated beliefs and knowledge about assessment represented authentic research in my quest to support them as lifelong learners focused on finetuning their literacy practice.

I embarked on this journey seeking to provide opportunities for expansion of veterans' schema regarding the nature of learning. The complexities and contradictions, embedded in the act of teaching, had become increasingly clear to me as I'd worked with Reading Recovery teachers and their low-achieving students. I had come to understand the





unproductiveness of transmission models because I'd learned how to assess and build on strengths. I witnessed the accelerative nature of teaching in constructivist-oriented ways. I saw struggling, dejected readers evolve into empowered, independent readers. I experienced working with teachers who valued inquiry, problem solving and critical feedback as guides for instruction. Pinnell describes this phenomenon:

*...the inquirer who tests hypotheses and reflects on the results gains more than the accumulation of information and even more than learning the answer to a particular question. The act of investigation contributes to expansion and reformation of the original ideas; change in conceptual understandings or learning is the result (1994, p. 10)*

Armed with this ever evolving sense of what it means to teach, I designed the purpose of this study. It is incumbent upon those of us in teacher education to explore new paradigms of professional development which embrace a philosophy of teaching as operating within "indeterminate zones of practice (characterized by) uncertainty, uniqueness and value conflict" (Schon, 1987, p. 6). This research allowed me to facilitate exploration of theoretical underpinnings ; to provide opportunities to view the goodness of teaching that's uncertain, tentative and totally subject to student response. Through this study's design and purpose, and newly discovered personal understandings, I sought a view of the interrelatedness of these veterans' core beliefs, research-based literacy practice and learner-centered professional development. I wondered if revolutionary paradigm and instructional shifts would occur as had happened with me. What would it take to assist these seasoned teachers in further learning ? How would they speak of support over the years ? How would they articulate needs and barriers ? I saw this research as a venue for providing answers to those questions.

Working in an urban setting with high rates of retention, large numbers of special needs students and a host of other disheartening elements, these teachers-like me- had stayed the course. Learning with colleagues served as a major buttress for me. As a teacher educator, my capacity as a teacher was expanded each time I interacted with others. I pondered the importance of collegiality for veterans. What specific factors had enabled *them* to stay the course ? Though in possession of decades of experience, I continue to view teaching as a craft or puzzle wherein I am always making connections. This constant making of connections, I believe, revitalized my instruction leading to increased potential for student learning. Collegial inquiry in conjunction with self-initiated reflection facilitated my connection making. Without this





ability, Haberman believes teachers are unable to develop and improve...teachers with the ability to make connections, who can tick off ways they can act upon or use an idea have an unlimited capacity for growth (1995, p. 46). Haberman describes this kind of educator which he calls a star teacher:

*The ability to move from action to thought and back to action means that stars continue to grow throughout their careers. They start out ahead, and get better and better. Some teachers have a single year of experience, 30 times. Without the ability to reflect on one's behavior, there is only rote learning. Stars are able to reflect and thereby grow and develop on a career long basis.*

In possession of an arsenal of understandings about my own professional development as a veteran, I fashioned this research project.

As I worked with other veterans, my hope was to operationalize the Vygotskian model described by Tharp and Gallimore (1988) helping them "reproceed through assisted performance to self-regulation and exit the learning zone in an automatized state." My vision, as I developed the purpose of this research, was the empowerment of veteran literacy educators via the mechanism of transformative professional development. At the end of our journey together, I anticipated that they would:

- understand more deeply the transactional role they play in the life of every child taught
- celebrate and advocate for specialized professional development supports
- view barriers to learning as opportunities to boldly articulate unmet professional development needs
- unabashedly embrace challenges of new learning proud of the fact that effective teachers never "arrive"

The purpose of this study was to provide a paradigm of professional development that recognizes the distinctive learning needs of veteran teachers while simultaneously valuing their unique experiential strengths. This study constituted an action research project (Patton, 1990) in which the source of the major question lay in the problems and concerns experienced by veteran literacy educators in urban elementary school settings as they learned to use assessment as a guide for daily instructional planning. The research enabled me to generate potential solutions to the entrenchment of "appreciation systems" (Schon, 1983) held by highly experienced educators in regards to an alternative method of literacy assessment.

The thrust of Boston Public Schools' literacy effort during 1999-



2000 was the promotion of formative assessment tools to guide instruction among which was included the running record. Additionally, this tool was selected based upon my experience with it as part of the evaluative component (1992-1998) by the Center for Reading Recovery in the Boston schools. In qualitative data collected, sixty-nine Reading Recovery teachers regarded the running record as a means through which they understood more clearly assessment guided instruction as it related to the lowest achieving first grade readers in their schools.

## GRAND TOUR QUESTION AND SUBQUESTIONS

Guided by the central question “How do professional development opportunities regarding the use of running records effect the thinking and practice of veteran teachers?”, I investigated the way in which eight veteran primary level teachers of literacy learned to use the running record as a guide for instruction of 1-2 focal students deemed to be working below their potential by the classroom teacher. I envisioned gaining perspectives peculiar to veterans, teachers who had a great deal of knowledge and a wealth of experience, but who recognized the value and need to continually finetune practice. I wanted to learn about what it takes to engage these highly experienced teachers in the process of change. Through this action research, I learned about their learning as they extended and unlearned what they knew in order to better assess and teach their students. Sub questions for the study included:

1. How do veterans perceive and report shifts in their thinking in regards to assessment “now and then” ?
2. What particular aspects of this particular professional development experience do veterans say support these shifts ? What is challenging for them ?
3. In what observable/measurable ways can these shifts in thinking be linked to changes in assessment practices ?
4. To what extent does context [classroom/school/system] impact thinking shifts and accompanying changed practices ?



## DEFINITIONS

- assessment- the act or process of gathering data in order to better understand the strengths and weaknesses of student learning, as by observation, testing, interviews, etc. (Harris and Hodges, 1995)
- assessment-driven instruction-teaching which relies on systematic, ongoing observation with recorded data over time and views student error as an opportunity to teach something (Clay, 1991)
- Beaver's Developmental Reading Assessment/DRA- a set of specially selected assessment texts which help teachers to assess and document primary readers' development over time in four areas: previewing, oral reading strategy use (w/running record), comprehension and reading habits. (Celebration Press, 1997)
- constructivist-oriented professional development-learning experiences formulated with and by teachers in a risk-free environment where they apply new knowledge as teacher-researchers based on current research and reconstruction of present understandings. These understandings are valued as are the breadth of teachers' experiences. Teachers cite opportunity for immediate practice in classrooms, relevance, and engagement with a credible colleague as other critical factors (Taylor, 1990; Steffe and Gale, 1995; Sparks and Hirsch, 1997; Hawley and Valli, 1999)
- running record-one type of authentic assessment that "involves [recording] and examination of a reader's oral mistakes as the basis for determining the strengths and weaknesses in the background experiences and language skills of students as they read" (Clay, 1993; Harris and Hodges, 1995)
- thinking-assumptions, values, beliefs, opinions, understandings held by teachers and accumulated over time by life's experiences; these thoughts drive instructional practice (what they do in the classroom) and are very often tacit or unstated (Schon, 1983) In some cases, teachers admit to inability to clearly articulate rationale for their thinking (Gurney, 1989).
- veteran (before research study)-an educator who has taught for over fifteen years and who is in the mid-40's age bracket (Meek, 1993; Endo and Metzger, 1998; Danielson and McGreal, 2000)
- veteran (after research study)- an educator who has taught five years or more *with an appropriate induction program and mentoring supports* (Goodson, 1992; Steffy, 2000).





## DELIMITATIONS AND LIMITATIONS

Delimitations or ways I limited the research scope:

- Teachers were invited to participate subject to longevity of service (20 or more years)
- Teachers were invited to participate based on their experience of never having analyzed a running record to guide instruction.
- Teachers were all primary level teachers.
- Curricular focus was early literacy assessment and instruction.
- Targeted examination of a professional development strategy i.e. after school study group model

Potential weaknesses (limitations) in the research design:

- purposive sampling procedures decreased the generalizability of the findings (researcher known to all participants); all teachers voluntarily participated)
- sample size of eight teachers
- researcher's position as a "Central Office" employee as well as a colleague to principals may have impacted power dynamic and calls disclosure of completely honest responses into question
- all participants were female; two males invited, no acceptances
- one participant was a trained Reading Recovery teacher, and expert in running record analysis; decision reluctantly made in order to increase sample size
- reasons for accelerated levels of student achievement attributable to several sources; no way to delineate one causal factor
- professional development strategy involved no in-class support by study group leader/researcher
- researcher bias; long-term collegial relationships with 3/8 teachers



## SIGNIFICANCE OF THE STUDY

The people who come to see us bring us their stories. They hope they tell them well enough so that we understand the truth of their lives. They hope we know how to interpret their stories correctly. We have to remember that what we hear is their story.

Coles, 1989, p.70

### Significance for researchers

Educational research is replete with studies about effective schools (Lortie, 1975; Lightfoot, 1983; Lieberman and Miller, 1984; Purkey, 1983; Haberman, 1995; Comer, ), effective teaching (Delpit, 1988 ; Hiebert, 1991; Palmer, 1998) and the process of educational change (Cuban, 1988; Fullan, 1991; Hargreaves, 1996). Schools are now increasingly seen as communities of learning and systems of networks (Rosenholtz, 1989; Sizer, 1992; Sparks and Hirsch, 1997). However, with the wealth of information about reform in the schools, there is little research which presents this phenomenon through the eyes of the veteran educator--a major player in the school community. We write about teachers; we write for teachers, yet there remains a paucity of research that records their voices. Huberman found "only a handful" of references to research on teachers' careers and "no references" to life cycle issues of teachers as professionals upon perusal of the massive work *Handbook of Research on Teaching* in 1992. The few references he found were concerned with pre-service education "as if the ensuing forty years were less meaningful units of analysis" (p. 122). More than fifty percent of our nation's teachers are highly experienced with more than 15 years of service (Meek, 1993). My work involved looking at the nature of instructional change as directly experienced and reported by eight seasoned literacy educators.

Change, I contend, will come by looking outside in as well as inside out. Researchers have done a masterful job of looking from the outside into our schools. This study supplements those research-based views by presenting the perspective of those who live in our schools and have lived there for many years--veteran practitioners. According to Rawlings (1942) in his book Cross Creek, "a man may learn a great deal of the general from studying the specific whereas it is impossible to know the specific by studying the general". I embarked on this study seeking specific examination of change in eight veterans, yet hoping to be able to understand more generally how to move veteran reading teachers toward change in thinking and practice. Glesne and Peshkin posit that in a



qualitative study, a particular case is likely to contribute to an understanding of similar cases (1992, p. 148).

Educational researchers desirous of learning more about change should find this study enlightening to the extent that it presents a perspective from a very specific but vital school community member--the veteran educator. For external researchers, there is "trading point" value in collaborating with practitioners as researchers. Goodson posits that the world is seen through different perspectives of thinking and daily work. The external researcher can "offer back goods in the trade": the practitioner offers data and insights while the external researcher, "in pursuing glimpses of structure in different ways, may also bring data and insights" (1992, p. 119). In the richness of that collaboration, is then found a wealth of insight about schooling.

### Significance for practitioners

In most research about effective schools, student outcomes constitute the bottomline. Many teachers grapple with how to best meet the diverse needs of an entire classroom of children. This study demonstrates the power of observation and close individual assessment of children to shift thinking and transform literacy instruction. By the end of our time together--approximately eight months--the learning trajectory of every focal student (selected based on academic need) was positively impacted. In a majority of these cases, teacher expectations changed as a direct result of observation and meticulous ongoing individual assessment. Additionally, some teachers reported that knowledge emanating from observation of a focal student was applied to other students. Other struggling readers in the classroom made academic strides as well. While there is no presumption that involvement in the study was the only factor supporting student strides, research participants were definitive about instructional assistance provided by study group participation. I am especially heartened by the teachers' reports about the level of success with their most puzzling students. According to research by Hargreaves and Fullan (1992), bringing low achievers "up to speed" was acknowledged by experienced teachers as one of their most challenging tasks.

These veteran teachers, some of whom had taught for over 30 years, marveled at students' strengths that were uncovered. They then modified instructional approaches due to increased close observation and assessment continually using the running record and Beaver's Developmental Reading Assessment. It appears that surprises regarding a student's academic behavior--documented by these tools--left teachers with a compulsion to adjust instruction. This modified instruction, nurtured by monthly study group exchanges, led to further learning by students as well as the teachers themselves. The students, in essence, became





instructional informants (Elbow, 1986). It was heartwarming to see such highly experienced teachers actually being surprised by students after all these years ! It also speaks to the issue of tenure, and that with appropriate professional development supports, continued excitement about teaching can be engendered among the most veteran staff.

This experience, I believe, is analogous to a pebble dropped in a pond. That is, surprises via observation led to thinking shifts which led to instructional changes leading to student strides which led to more instructional risk-taking supported by ongoing assessment which led to more surprises followed by thinking shifts and accompanying instructional change and so on. A critical lesson to be learned here is that instructional practice can be improved for all children, notably those most at risk, when teachers buy into the efficacy of assessment guided instruction.

### Significance for policymakers

In Massachusetts, the Education Reform Bill was enacted in 1993. Professional development for teachers is a major component of most reform initiatives. Educational decisionmakers and stakeholders clamor for results. Teachers now operate in a work environment driven by standards and accountability at national, state and local levels. By and large, veterans, along with other stakeholders, realize that ways in which we were trained and socialized often do not support today's students' learning needs (Danielson and McGreal, 2000).

This realization alone is not enough. Veterans need support as they work toward change. Although the view of reform as improvement is more popular, for many veterans, reform is associated with loss of tightly held beliefs and practices. In some cases, it is accompanied by feelings of confusion and incompetence (Evans, 1996). It is confirming that this research-based perspective is a leitmotiv in my personal journey as a veteran. Policymakers need to be apprised of this more complex view of professional development in regards to the veteran educator. My research highlights critical ideas that have not been fully appreciated by policymakers. As major decisionmakers, they are in a position to effect change in models of professional development. It is not simply a question of more professional development. There is, I believe, little disagreement on that point. However, the kind of professional development which leads to self-initiated growth, instructional change and student gains requires much more attention from policymakers. Have they considered that over half of those facilitating instruction in schools have operated for more than 20 years ? There are countless years of experience that need to be considered when professional development initiatives are created. Fashioning a learning experience for a veteran of 20 years and an apprentice with two years cannot be approached in the same way. The



supports needed as well as challenges posed will present themselves quite differently for the highly experienced teacher. In most cases, as in this study, veterans easily articulate what is helpful and what is not. Policymakers need to listen more intently.

Additionally with an early retirement bill looming on the horizon in Massachusetts, we face a crippling teacher shortage if we don't acknowledge the importance of supporting their professional development needs more appropriately. Less people are entering the teaching profession (Yeo, 1997 ); we need our veterans not only to stay as competent instructors, but to serve as experienced mentors for apprentice teachers. Strategies must be ferreted out to reenergize and rekindle their desire to be and do their best. This research presents one possible vehicle for accomplishing that. It illustrates the power of and the need for mentoring despite one's tenure. It underscores the importance of talking to learn accompanied by deliberate provision of time to practice, refine, question, fail and try again. Policymakers are in a position to provide budgetary supports which recognize these ideas. It confirms the relational nature of learning even for the most senior teachers among us, the crucial role of principals as instructional leaders, and the overwhelming influence of a system's culture on continued learning, all insights articulated by these eight veterans. Understanding the ramifications of these ideas can facilitate more wise decisionmaking on the part of stakeholders who participate in formulating policy regarding professional development.

## PROCEDURES

### Assumptions and Rationale For a Qualitative Design

"Qualitative inquiry cultivates the most useful of all human capacities - the capacity to learn from others."

Patton, 1990, p. 7

I selected qualitative study precisely because of the opportunity it affords for learning from other veteran educators. It was "situational responsiveness" (p. 39) that drove my decision. I designed my research based on the goals of my investigation, the questions I sought to answer and the human resources of which I deliberately sought to avail myself. I believe it is not so much a question of strict adherence to prescribed canons of qualitative or quantitative methods, but rather appropriateness of the design (Creswell, p. 161).

By selecting a qualitative approach it was my interest to inquire into





the “process of understanding a social or human [issue] i.e. professional development needs of the veteran educator based on “building a complex, holistic picture, formed with words, reporting detailed views of [teachers] and conducted in a natural setting (Creswell, 1994, p. 2). Alternatively, I did not pursue a quantitative study wherein I would inquire based on “testing a theory composed of variables, measured with numbers and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory [held] true” (p. 3).

Qualitative inquiry intrigues me because there is no one correct way to conduct it. It is dynamic and constructive by its very nature. Knowledge is not a didactic entity; it evolves in an inductive fashion through interaction with research participants, examination of the literature and reflection. We were all teachers and learners in a very iterative process.

Patton and Creswell (1994) describe characteristics of qualitative inquiry but Patton prefers calling them “strategic ideals” (1990, p. 59). These ideals were useful as I considered a rationale for my research and designed the study.

- Concern mainly with process rather than product; “especially appropriate for developing, innovative or changing programs where the focus is on program improvement facilitating more effective implementation, and exploring a variety of effects on participants” (p. 53). *[I sought to explore the effects of a constructivist-oriented experience, not focused on evaluating or judging teachers.]*
- Focus on informants’ perspectives and experiences; desire to understand nuances of multiple realities; “meanings and interpretation are negotiated with human data sources because it is the subjects’ realities that the researcher attempts to reconstruct” (Creswell, 1994). Thus, data is not quantifiable. *[I sought descriptive detail and real-life examples of points being made in journals and interviews.]*
- Researcher is the main instrument for data collection and analysis; data is mediated through an investigator committed to understanding the world as it is remaining true to multiple perspectives that evolve and balanced in reporting, confirming and dissonant evidence. *[I was vigilante about exploring and puzzling out dissonant views or responses that caused me discomfort.]*





- Inclusion of fieldwork and physical interaction with people as behavior is observed and documented. *[I facilitated all study groups, and documented events by audiotaping , videotaping and writing analytic memos.]* Bryn (1963, p. 226 cited by Patton, 1990) describes my rationale:  
 “The mandate to go into the field...involves the studied commitment to actively enter the worlds of interacting individuals (Danzin, 1978a, p 8-9). This makes possible description and understanding of both externally observable behaviors and internal states (worldview, opinions, values, attitudes, symbolic constructs, and so on). For the qualitative researcher attention to inner perspectives does not involve administering attitude surveys. “The inner perspective assumes that understanding can only be achieved by actively participating in the life of the observed and gaining insight by means of introspection”
- Inductive process in which researcher builds ideas and theories from details; accuracy of the information is intricately tied to verification of information from data triangulation. *[Through several sources of data, I sought enlightenment about issues related to veterans’ learning. For example, monthly running records served to confirm journal entries and interview data about student academic gains. Conversely, classroom audiotapings in conjunction with study group dialogue served to delineate disconnects between public talk and daily practice.]*
- Concern with in-depth description and understandings gleaned from actual quotations capturing informants’ perspectives and experiences. *[The driving questions proved highly operative in highlighting teachers’ actual descriptions and conceptions about assessment.]*

These foregoing basic considerations provided a more clear direction for the qualitative road I chose to travel.

Concurrently, reflection on some differences between the two major paradigms - quantitative/experimental and qualitative/naturalistic - represented yet another helpful strategy for explicating rationale for a qualitative inquiry. Lofland describes my sentiments regarding those who might think the work I undertook could be appropriately studied using a quantitative approach.



*In everyday life, statistical sociologists, like everyone else, assume that they do not know or understand very well people they do not see or associate with very much. They assume that knowing and understanding other people requires that one see them reasonably often and in a variety of situations relative to a variety of issues. Moreover, statistical sociologists, like other people, assume that in order to know or understand others, one is well advised to give some conscious attention to that effort in face-to-face contacts. They assume, too, that the internal world of sociology - or any other social world - is not understandable unless one has been part of it in a period time. How utterly paradoxical, then, for these same persons to turn around and make, by implication, precisely the opposite claim about people they have never encountered face-to-face - those people appearing as numbers in their tables and as correlations in their matrices! (1971, p. 3).*

A quantitative approach would not have allowed me to understand the realities and minutiae of a teacher's professional life. It would necessarily preclude development of closeness (physical and emotional) with other veterans in the social sense of shared experience and confidentiality. I needed to get close to the sources of data (the teachers) in order to pay more attention to setting, interdependencies, complexities, idiosyncrasies and context as teachers' understandings developed over time. I consciously did not seek the distance or detachments that quantitative research calls for. Vowing to get my hands dirty, I decided against a research paradigm, which would have me describe teachers in quantified, standardized dimensions. Statistical relationships and isolated variables would not have provided adequate answers to the questions about which I pondered.

Taking into account the theoretical perspectives of the two paradigms also supported my decision-making. Positivism has origins in social sciences dating back to the theories of Comte, Durkheim, Newton and Locke ( J. Smith, 1983). According to this theory, facts and causes of social phenomena exist apart from the subjective states of individuals (Patton, 1990). The qualitative paradigm is termed the naturalistic approach with roots in philosophy and sociology. It began as a counter movement to positivist ideas, through theories such as Dilthey, Weber and Kant (J. Smith, 1983). The researcher "is committed to understanding social phenomena from the actor's own perspectives... The important



reality is what people perceive it to be (Taylor and Bogdan, 1984). I subscribe to the second theory which requires that I attempt to investigate and understand the veterans' world as it actually exists to them, and not as I imagine it to be with theories to test or predetermined facts and causes to support or refute. Therefore, given the purpose of my research, I saw myself in this paradigm – as an involved social scientist seeking insight, which Patton (1990) describes as the “core of social knowledge”. Insights are gained not by standing on the outside and looking in, but by being on the inside of the phenomena...participat[ing] in an activity which generates interest, purpose, point of view, value, meaning intelligibility and bias” (p. 58).

As theoretical constructs are considered, two assumptions surface here as well—ontological and epistemological in nature. The quantitative researcher views reality as that which lies outside of the informants, something that can be measured by a tool. My research, however, sought to explore reality via multiple lenses: my own, other veterans and readers interpreting the study. The second assumption is related to yet a third one. My relationship with the researched was designed to be collegial and interactive, not distant or removed. Simultaneously, there was an axiological assumption. The positivist's values are kept out of a quantitative study. I, on the other hand, readily professed the values and personal biases brought to this study. Indeed, it was values regarding professional development that propelled me into this academic journey ! I, as the researcher, happily placed myself on center stage as the evaluator of information gathered from the data.

A final assumption related to axiological (or values) issues is rhetoric for the research. The positivist values impersonal and formal language based on a set of predetermined definitions. My study, on the other hand, includes informal language, and is written in first person. Words such as understanding, discover and explore are prevalent; definitions evolved as the study proceeded.

One final factor, which led me to select a qualitative approach, was the nature of the problem and the need for exploration. Creswell (1994) posits that in most quantitative studies, the problem grows out of the literature, which may be substantial. Variables are known, and there may be preexisting theories that need to be confirmed. On the other hand, qualitative studies are launched because a problem needs exploration since there is a paucity of information. This is precisely why I selected the issue of continuing professional development for veteran literacy educators. Very few studies exist regarding the issue of continuous learning for the highly experienced literacy educator, although much





research has been carried out in the areas of literacy and professional development.

I undertook a qualitative study because I wanted to focus on the context that would shape understandings of how the veteran literacy teacher is encouraged and sustained as a learner. I looked for categories that would form a pattern. Unlike a quantitative study, the process was fluid and dynamic. While particular theories of teacher development (Pinnell, 1994; Steffy, 1989) helped shape the design, theories did not rigidly guide the study because such theories – in regards to the veteran – are incomplete and inadequate.

Qualitative inquiry allowed me to conduct research with the notion of developing exploration or “pattern theories”. Neuman (1991) describes the aspects of such theory development:

Pattern theory does not emphasize logical deductive reasoning. Like casual theory, it contains an interconnected set of concepts and relationships, but it does not require causal statements. Instead pattern theory uses metaphor or analogies so that relationship ‘makes sense.’ Pattern theories are systems of ideas that inform. The concepts and relations within them form a mutually reinforcing closed system. They specify a sequence of phases or link parts to a whole (p. 38).

In other words, there were interconnections between data I collected and theories that were emerging. Propositions were generated from data in a dialectic fashion that permitted me to use theoretical frameworks, but the qualitative stance allowed me the freedom to use a theoretical framework without requiring conversion of the framework into a container into which data was poured (Lather, 1986). I did not conduct this research specifically looking for cause-effect relationships, although seemingly interdependent variables did evolve.

Naturalistic inquiry afforded me the opportunity to work within the real world setting of a teacher study group. As a participant-observer, I was delighted when teachers described successes, and empathetic as they articulated challenges. Although participants agreed to attend after school sessions, submit student work samples and written monthly reflections, there were no predetermined constraints or outcomes. They were always free to bow out. My demeanor, from the outset, was non-manipulative and non-controlling with a stated openness to whatever emerged from the research and our time together. My role was to discover not to prove, test or evaluate them. Guba (1978) describes such inquiry as a wave in which the researcher moves from varying degrees of



discovery to varying emphasis of verification in attempt to understand the real world.

Pursuing a qualitative study allowed me the freedom to consider the veteran from a holistic perspective. That is, factors affecting her growth and development are complex and interdependent. The veteran teacher has prior socialization and training experiences as well as tacit belief and value systems. Compounding the complexity are contextual factors that operate at the classroom, school and system-wide level. Examining professional development as a phenomenon among veterans required, that I study it as a “complex system that is more than the sum of its parts” (Patton, 1990, p. 4). Via this more constructivist approach, I was able to gather data on multiple aspects of a teacher’s setting in order to assemble a comprehensive picture. Thus, triangulation of data which included a series of interviews, videotaped group sessions, audio taped lessons, student work samples and written reflections permitted me to treat each teacher’s case as unique with “its own particular meaning and its own constellation of relationships emerging from and related to the context within which it exist[ed]” (p. 5). For example, in most cases there was a clear positive correlation between teacher efficacy and administration involvement. Yet, in one case, the correlation was negative. In yet another example, collegial interaction was deemed supportive and problematic by the same respondent. Qualitative inquiry allowed me to uncover such complex interrelationships rather than search out discrete, linear cause-effect connections.

Being able to study the cases of particular veterans supported the purpose of my research. Patton (1990) calls this unique case orientation. Qualitative study was especially useful because I wanted to understand special people – highly experienced teachers – and a particular problem – professional development. Studying these eight teachers, as unique cases, afforded me opportunities to explore in depth by gathering information rich in detail. The cases were rich “in the sense that a great deal [could] be learned from a few exemplars of the phenomenon in question.” Because all teachers involved were veterans, common outcomes were less important than individualized outcomes and “the more a program or treatment aims at individualized outcomes, the greater the appropriateness of qualitative case methods” (p. 54). This mode of research supported me in my task of understanding and interpreting how eight veteran teachers in a social setting viewed their professional world. The design of my study included comprehensive, long-term interactions with relevant people (Glesne and Peshkin 1994, p. 6).

Via this case orientation and in the context of a study group,



qualitative inquiry allowed me to explore professional development from the inside out, an emic view. Being the study group facilitator sensitized me to complexities and contradiction of context as viewed by teachers... Peshkin comments:

[Qualitative researchers] thereby give credence to the contextual nature within which both the researchers and their research phenomena abide, and also to the fact that both are... Shaped by and embody passion and values that are expressed variably in time and place (1988, p. 418).

My worldview also led to consideration of a qualitative study. Because of my own learning journey as a veteran, I could not embrace a quantitative approach. Surveys, checklists or research conducted within by outsiders were insufficient in my view, to describe how veterans felt about professional development. I saw reality as subjective and needed close interaction with these teachers. If I could articulate professional development needs and concerns, why couldn't other veterans? I do not down play the role of research or literature or objectivity. I simply contend that the approach must be more inclusive, and that includes listening to the voices of actual veterans. Like Anders (1990, p. 216), I believe researchers must do more listening and less "explaining" because "teachers knowledge and language have not been valued [enough] and, therefore have not been adequately studied..." Additionally, in terms of my psychological attributes (Creswell, 1994), I was comfortable with lack of fixed rules and procedures, and the emerging nature of the research. I am an individual who takes in and has a relatively high tolerance for ambiguity, which the qualitative method demands. This kind of research generally requires more time, and the study lasted for almost an entire school year.

A final factor was the audience for my study, which included those who were supportive of qualitative research. My graduate committee, journal editors, state and local educational agencies, college faculty and colleagues are all accustomed to this kind of approach, and view this study as a type of applied research providing an alternative to more theory-laden studies.





## Type of Qualitative Design Used

*The identified problems and strengths of these [action-oriented] alternative models suggests that much potential lies in the concept of practitioners (e.g. teachers, nurses, social workers) as researchers who investigate, with others, their own "backyard" (Bissex and Bullock, 1987; Ebbutt 1985; Goswami and Stillman 1987; Griffiths, 1985; Hustler, Cassidy and Caff, 1986; Miller 1990; Mohr and MacLean, 1987). Practitioners who couple basic research theories and techniques with an action- oriented alternative mode can develop collaborative, reflective data collecting and analysis teams for their own practices and thereby better the socio-political-economic context in which they dwell (Glesne and Peshkin, 1992, p. 2).*

Qualitative inquiry presents an expansive menu of options based on varying theoretical traditions. Due to the clear, definitive differences between the qualitative/naturalistic and quantitative/experimental models, a belief exists among many that there are only two methodological choices. This is not the case as Patton (1990, p. 65) states "...qualitative inquiry is not a single thing with a singular subject matter. He further states that "the rich tapestry of qualitative inquiry is woven together from many threads" depending on purpose, rationale for the research and how questions are being asked.

While all qualitative approaches recognize the importance of inductively generated theories and research which is grounded in the empirical world, there are distinct differences in what qualitative researchers conceptualize as important to ask, elucidate and understand about the empirical world. Based on these conceptualizations, there are a variety of theoretical traditions and orientations within qualitative study.

My study, I believe, was phenomenological because it focused on "descriptions of what people [teachers] experience and how it is that they experience what they experience" (Patton, 1990, p. 71). I sought to understand how veterans experienced the structure and "essence" of professional development as they worked in totally unfamiliar territory - formative assessment. I wanted to explore how they were making sense of the experience, how they were describing things, essentially how they were developing a worldview.

Phenomenology is a philosophical tradition first developed by German philosopher Edmund Husserl (1859-1938). It was extended and established as a major philosophical and social science perspective through the work of Alfred Schutz (1977, as cited in Patton, 1990). It has recently been an influence in certain types of psychotherapy (Moustakas, 1988, as cited in Patton, 1990). The basic philosophical assumption is that "we can only know what we experience by attending to perceptions



and meanings that awaken our conscious awareness” (p. 69).

Through this study group process, a key dimension identified my study as phenomenological in nature: the assumption that there is an essence or essences to shared experiences. That is, there are core meanings mutually understood among and between the informants and the researcher. This method involved “studying a small number of subjects through extensive and prolonged engagement to develop patterns and relationships of meaning (Dukes, 1984; Oiler, 1986, as cited in Creswell, 1994). In my study, we all were veterans, and I already had undergone professional development in unfamiliar territory, which had been transformational. In this qualitative orientation, experiences of different people are bracketed, analyzed and compared to identify essences of the phenomenon...it is the defining characteristic of a purely phenomenological study (Patton, 1990, p. 70). While each teacher had a unique set of behaviors, which were treated as truth, the phenomenologist “assumes a commonality in those human experiences and must use vigorously the method of bracketing to search for those commonalities. Results obtained...can then be related and integrated with those of other phenomenologists studying the same experience, or phenomenon (Eichelberger, 1989, p. 6, as cited in Patton, 1990).

Two other implications of this perspective include:

- The importance of knowing what people experience, and how they interpret their world.
- The only way for us to really know what another person experiences is to experience for ourselves. This leads to the importance of participant observation.

Glesne and Peshkin (1992) posit that researchers may elect to integrate techniques based on being flexible to learning about social phenomenon from varying theoretical perspectives. I concur and as a result, also describe my research as reflective of heuristic inquiry which is a derivative of phenomenology. Heuristic inquiry is strongly rooted in humanistic psychology (Maslow, 1956; Rogers 1961, 1969, 1977; Polanyi, 1962, as cited in Patton, 1990), and its emphasis on personal knowledge indwelling and the tacit dimension. That is, much human understanding is unstated or can't be articulated yet it gives rise to hunches, insights and new meanings. Thus, the rigor of heuristic inquiry is conversation with self and others to unearth understandings. As I analyzed data, I constantly moved back and forth between my own previous experiences, and the “lived” experiences which the teachers were describing. Such





study fit my adventuresome and empathetic stance as a learner as captured by the following researchers:

- This mode of inquiry affirms the possibility that one can live deeply and passionately in the moment; be fully immersed in mysteries and miracles, and still be engaged in meaningful research experience (Patton, 1990).
- The power of heuristic inquiry lives in its potential for disclosing truth. Through exhaustive self-search, dialogues with others and creative depictions of experience, a comprehensive knowledge is generated beginning as a series of subjective understandings and developing into a systematic and definitive exposition (Douglas and Moustakas, 1984, p. 48, as cited in Patton, 1990).
- Discovery comes from a kind of being wide open to surrender to the thing itself, a recognition that one must relinquish control and be tumbled about with the newness and drama of a searching focus that is taking over life (Douglas and Moustakas, 1984, p. 47, as cited in Patton, 1990).

By defining my study as heuristic, I did seek surprises, and to be “tumbled about” concerning new understandings in regards to professional development as experienced by other veterans. Vigilante about control issues, I held tightly to my facilitator role insisting that teachers view me as a participant-observer who was there to learn. They were learning something different than I, but we were all learning. Heuristic inquiry required that I have a personal and intense experience leading to new insights about professional development. Secondly, it called for a sharing of the intensity of those heightened revelations with the co-researchers. The word heuristic originated from the Greek word *heuristic*, which means to discover. At the forefront of the heuristic study are discoveries, personal insights and reflections “of the researcher along with the researched”. Via the medium of a study group, such inquiry developed “a sense of connections between [me] and the [teachers] in [our] mutual efforts to elucidate the nature, meaning and essence of a significant human experience” (Patton, 1990, p. 72). Heuristic research highlights and sets as a priority, the manner in which I conducted myself as the primary instrument. It presented a real challenge to the traditional positivist concerns regarding my role as an aloof, detached researcher.





### Unit of Analysis

Patton posits that deciding what one wants to be able to say something about at the end of this study helps researchers select appropriate units of analysis. Cases (individuals), a specific group, a particular program, time sampling were all units of analysis I chose, and they were not mutually exclusive (Patton, 1990). That is, I wanted to report findings about individual cases, depicting them as a group of highly experienced teachers was another unit of analysis; analyzing the program (i.e., the study group) as a vehicle for learning was a third unit of analysis. Finally, looking at the specific individuals at particular time junctures (early, mid and end of project) was especially useful in order to gauge changes, both cognitively and practically.

### Special Characteristics of the Design

Teachers were selected due to their veteran status. That is, all had been teaching for more than twenty years. They participated in six ninety-minute study groups focused on formative assessment agreeing to follow one or two students utilizing the running record. This was, in fact, a kind of applied research wherein teachers were being helped to accomplish a task. The strength of this research was its immediate practical use. It was, in fact, action-oriented (Neuman, 2000, p. 25) because:

- The teachers themselves participated in the research.
- The research sought to raise consciousness about professional development needs of veterans.
- The research was explicitly political, not value neutral.
- My goal was to improve the professional lives of teachers.
- My goal was empowerment in that veterans were self-reporting professional development needs.
- My assumption was that ordinary people [practitioners] could develop awareness of conditions, articulate and implement actions to improve those conditions.
- I sought limited generalizations that concerned the effectiveness of a specific intervention (study group) on a specified population (veterans) under specifiable conditions (Patton, 1990).



- The action-oriented approach in this study, I believe, is reflective of Freire's (1972/1988) work in which I viewed myself as a participatory researcher helping these veteran teachers develop "critical consciousness" about their work as professionals..." (Glesne and Peshkin, 1992, p. 11).

## Role of the Researcher

*Complete objectivity is impossible, pure subjectivity undermines credibility, the researcher's passion is understanding the world in all its complexity...the researcher involves personal experience and empathetic insight as part of the data, while taking a neutral non-judgmental stance toward whatever context may emerge.*

Patton, 1990, p. 41.

I entered this study as a colleague of the research participants, a literacy teacher with nearly thirty years in the field myself. During 1991-1992, I went through a professional transformation in terms of theoretical understandings and practice due to my involvement in Reading Recovery – an early intervention program borne out of the efforts of New Zealand educational psychologist and literacy theorist, Marie Clay. Due to the responsibilities of my position in this urban district, I had worked alongside some of these teachers as a coach, mentor and supervisor. In one case, I had served as a Reading Recovery professional development specialist with Tina (30 year veteran) mentoring and observing literacy lessons for an entire school year. In another case, I had known Tracy (33 year veteran) as an apprentice teacher, colleague and friend for nearly twenty-five years. More recently, I had worked in her school and that of Mary as a district-sponsored literacy coach. In another case, I had hired Kate (20 year veteran) while serving as a principal in this urban district. The relationship between Kate and I was diffident but mutually respectful. The other four participants all knew about me, and were referred by colleagues who had worked with me.

The doctrine of verstehen undergirded my work. This tradition stresses, "empathetic understanding based on personal experiences and connections between mental states and behavior" (p. 57). Because of personal transformative experiences in professional development and my status as a veteran, I felt I brought to this research "a capacity to know and understand [the teachers] through empathetic introspection and



reflection based on ...interaction with [them]". It was my intention to delve deeply, desiring to "check the code" of the veterans' culture, seeking "categories into which [these teachers] coded actions and thoughts as they learned about an unfamiliar strategy [running records] in the context of a social setting - the study group.

The heuristic nature of the research flooded my thoughts as preconceived notions swirled in my head. I had biases about what they might be feeling and experiencing. For example, fear of letting others know about weak understandings had crippled me at times. How would I build an atmosphere of trust? Having to shed tightly held conceptions had not been easy for me. How would I deal with this phenomenon if it showed up as resistance or in some other negative form? The literature regarding professional development (Evans, 1989; Steffy, 1989; Fullan, 1991; Sparks & Hirsch, 1997; Pinnell, 1994; Darling Hammond, 1997) provided me with ideas for structuring the study particularly for veterans.

Familiarity with the setting and topic led to ties and rapport with most of the research participants; this presented both a blessing and a curse. Therefore, I needed to proceed with caution. Yes, there was reason to celebrate: my knowledge of the topic and personal experiences provided me with the opportunity to "build on tacit knowledge that is the peculiar province of the human instrument" (Guba and Lincoln, 1981, p. 113). Similarly, Patton's stance is that "many major contributions to our understanding of the world have come from scientists' personal experiences" (p. 48), including Piaget, Dewey and Newton. He goes on to state that "closeness does not make bias and loss of perspective inevitable; distance is no guarantee of objectivity" (p. 48). While these revelations made me feel better about working in my own backyard, I embraced a self-imposed mandate that my study be credible and legitimate.

First of all, I worked hard at adopting an "attitude of strangeness" by questioning and observing ordinary things. I fought hard not to assume that these teachers viewed this learning experience as I did. McCracken posits that "intimate acquaintance with one's own culture can create as much blindness as insight" (1988, p.12). I did not want to be blinded by what I knew. I knew it would short-circuit discovery - the reason I began this journey in the first place. My constant quest was to see events from an outsider's view as "social processes" (Neumann, p. 356). Davis provided me with an insightful approach - the Martian and the convert.

The Martian sees everything as strange, and questions assumptions, whereas the convert accepts everything and wants to become a believer. Researchers need both views, as





well as the ability to switch back and forth (1973, as cited in Neumann, 2000).

Balancing my roles as researcher, learner and “acceptable incompetent” presented challenges all along the way. As a researcher, I needed to be always attuned to my behavior and its influence on the teachers. The dynamic of that interaction was complicated because of preexisting collegial ties. Seeking honest feedback, from the teachers about my interaction with them, facilitated this continuous self-monitoring. As a learner, I was expected to listen, limiting my talk and display of authority. This was extremely difficult due to teachers’ prior work with me as a mentor. In at least two cases, I had known the level of competence to be less than satisfactory. So I struggled with personal predispositions as well. Embracing the role of “acceptable incompetent” (Neumann, p. 359) was gratifying because it allowed me the freedom to be a learner and a teacher at the same time. An acceptable incompetent is someone who is partially competent (skilled or knowledgeable) in the setting, but who is accepted as a non-threatening person who needs to be taught. I taught and facilitated the study group as a literacy specialist – that was a mutually agreed upon role. But, I constantly reminded teachers of the need to view me as one who sincerely wanted to learn more about professional development. As the research evolved, I sensed they understood that sincerity because constructive comments and suggestions were frequent and voluntary. Glesne and Peshkin’s “tests” (1992) also elucidated appropriate roles I should be playing:

- Was I seeing things I never noticed before ?
- Was there a growing determination to see things from the teacher’s perspective ?
- Were lots of things I heard or saw being connected or at least being considered for connection to the idea of professional development for veterans ?

A final issue I grappled with involved the degree of personal rapport with certain members of the group. I related more easily with group members who were flexible as learners. That is, they listened and were willing to take risks attempting an instructional proposition without prejudging its utility. One member, on the other hand, passively dismissed novel theoretical insights and instructional possibilities without any consideration. However, being committed as a researcher to looking



at the same things again and again, “until they themselves began to speak” (Malcolm, 1987, p. 95), I was determined to stave off annoyance, accept experientially based (and opposing) viewpoints, and consider the issue from the teacher’s perspective. I must confess that the inclination to demonstrate my authority, citing “the research”, continually reared its head. Constant reminders to myself that I was an “acceptable incompetent” helped quell this tendency on my part.

## Gaining Entry

I selected a large urban school district as the setting, with the intent of investigating data rich cases, a variety of activities and events over time. In this district, over fifty percent of the teachers have been teaching more than twenty years. Because I was employed by the system, physical access was not a problem.

Neumann (2000, p. 353) compares field entry to peeling layers of skin from an onion. It is an interesting analogy, because it is how I felt. First of all, I approached a major gatekeeper – the Research and Development Officer. After submitting a copy of my research proposal, I was instructed to notify all administrators whose teachers would be involved. The question of which administrators to contact was solved by selecting those whose express focus was on an initial investigation of formative assessment. I sent flyers to sixteen principals with no response. I placed follow-up phone calls to those principals. In most cases, information had merely been put in teachers’ mailboxes.

After much vexation about limited responses, I conferred with my Dissertation Chairperson, who recommended I make *personal* contact with veteran teachers. The suggestion worked. I knew this represented the final layer of onion skin to be peeled ! This strategy greatly enhanced sampling methods (to be explained in another section).

Access was gained in half of the cases through an intermediary. Two of those situations involved a gatekeeper. I clarified the purpose of the research, provided explicit written statements about what was expected of informants, as well as delineated steps to retain confidentiality and anonymity. This phase of negotiation and disclosure was not as extensive as it generally might have been due my long-term tenure and standing in the system.

After an initial extended phone conversation with the interested teacher, I sent a letter reviewing what our conversation had covered. The letter included:



- purpose of the study
- reason for selection
- expectations
- remuneration (for study group involvement)
- informed consent form (for signature)
- interview schedule
- study group schedule
- transcription procedures addressing anonymity issues.

It is at this juncture of the disclosure stage, that I addressed the issue of reciprocity. I needed to obtain data, and the teachers selected needed something, which would make their cooperation worthwhile. I wrote a mini grant, which enabled each informant to receive a small stipend as well as her own copy of the Developmental Reading Assessment/DRA tool being used by the school system. This was welcomed by 7/8 participants, since in all buildings they were sharing this tool. I attended to the issue of reciprocity because I contend as Jorgensen does that “mutual trust, respect and cooperation [were] dependent on the emergence of an exchange relationship or reciprocity” (1989, p. 71, as cited in Glesne and Peshkin, 1994). Glazer defines reciprocity as “the exchange of favors and commitments, the building of a sense of mutual identification and feeling of community (1982, p. 50, as cited in Glesne and Peshkin, 1994).

From the outset of the study, I was exhilarated about accomplishing my goals through teachers’ involvement, but worried about my inability to reciprocate sufficiently. However, as I tussled with this concern, Glesne and Peshkin’s perspectives regarding a “miscellaneous category of commodities” lifted the weight of worry. In their view, the interviewing process was an opportunity for reciprocity – listening to teachers closely, providing a sense of uniqueness and identifying important issues. In many cases, the interview process turned out to be amazingly (and mutually) therapeutic. Good listening with its “attendant reinforcement, catharses and self –enlightenment are the major returns researchers can readily give to interviewees” (1992, p. 123).

The action-oriented nature of my research also led to a more comprehensive view of reciprocity. This study was more than a data gathering exercise. Mere publication of the ideas was not my endpoint. First of all, the research design called for new learning – via study groups – which would hopefully assist these teachers in accomplishing literacy goals set by the school system. Utilizing actual descriptions from veteran educators about their unique professional development needs and





supports, I understood that study findings could have tangible effects on their professional lives. I saw my role as a “transformative intellectual” (Guba and Lincoln, 1994, p. 115).

A final consideration connected to my research role is that of ethics. Such consideration goes beyond satisfaction of human subject review boards and gatekeeper’s demands. “Ethical considerations are inseparable from your everyday interactions with your others and your data.” (Glesne and Peshkin, 1992, p. 109). Continually asking myself what it meant to be ethical was a never-ending task as I developed and conducted relationships in the field. An ethical code is concerned with “aspirations as well as avoidances, it represents our desire and attempt to respect the rights of others, fulfill obligations, avoid harm and augment benefits to those we interact with” (p. 110).

A major principle related to ethics is informed consent. Teacher’s participation was voluntary, and there was no coercion. Getting permission was not sufficient; it was critical that teachers fully understood how and why they were being asked to participate. Informed consent contained the following:

- Stress on the voluntary nature of participation.
- Guarantee of anonymity and confidentiality.
- Notice that all data would be made available as requested.
- Statement that participation could be stopped at any time.
- An offer to provide frequent updates and summary of findings.

Issues of privacy arose in two major ways. First of all, during interviews comments were made that teachers asked to be masked in the data. They gave me permission to report their information, but wanted guarantees of discretion. I complied in accordance with the informed consent statement. Secondly, I gave each teacher a pseudonym, and did not mention specific schools. I struggled with the ethical question of whether my analysis or thinking might differ from the teachers, and which viewpoint I would include. In those limited instances, areas of conflicting analysis became areas of future study. For example, the time consuming nature of running record administration remains an issue for continued research. Thorny privacy issues were kept to a minimum due to frequent member checks (at study group sessions) regarding data analysis.



I end this section with several roles I played, and some ethical dilemmas with which I wrestled that accompanied each role (Glesne and Peshkin, 1992).

- The “exploiter” role always had me asking if I was “using” the teachers for my purposes. Several of them knew and respected me. I did not want to believe they were coerced into participation, but perhaps they were in psychological and emotional terms.
- In the “reformer” role, I was always questioning what to do with distasteful information about which I learned. In one case an administrator’s philosophical view about literacy was totally at odds with that of the most recent research. I decided to write about relationships between administrators and highly experienced teachers-in my summation-as an area deserving greater attention.
- In the “advocate” role, I sought to champion causes in terms of issues related to ineffective practices by veterans. Rather than laying blame, I envisioned advocacy for change in the context of professional development supports needed. For example, closed questioning with reading groups indicated, perhaps the need for more on-site coaching and demonstrations of teaching for understanding.
- In the “friend” role, I heard a great deal of intimate information about settings and culture. I decided to give teachers the choice of whether or not very confidential information should be included in my final report. In all cases, teachers agreed to inclusion of the information subject to seeing it before final publication.



# Data Collection Procedures

## Sampling

It was my intent to select information with cases for in-depth study. Patton (1990) describes information rich cases as those “from which one can learn a great deal about issues of central importance to the purpose of the research” (p. 169). Thus, the term purposeful or purposive sampling (Neumann, 2000) describes how these eight teachers were selected. I wanted to focus in an in-depth way on understanding the professional development needs and interests of the highly experienced literacy educator. Such sampling is appropriate when a researcher needs cases that are especially informative or will yield insights from which much will be learned (Patton, 1990; Neumann, 2000). Neumann states:

The researcher never knows whether the cases represent the population. It is used in exploratory research...the purpose is less to generalize to a larger population than it is to gain a deeper understanding of types (2000, p.198).

Intensity sampling is one type of purposeful sampling. Given the heuristic nature of my research, this method is quite suitable. That is, as a 30-year veteran educator, my beliefs and literacy practices had undergone intense transformation due to the professional development I experienced in the Reading Recovery program. These eight teachers - as co-researchers in this study - were also in the midst of change regarding beliefs and literacy practices spurred by a systemic focus on literacy assessment. Four teachers self-reported attempts to modify practice, the remaining four were recommended by a stakeholder or administrator. Yet another perspective regarding sampling is that the group was homogeneous in make-up. In other words, all teachers had taught reading for more than twenty years; this allowed me to explore how these very seasoned literacy teachers with similar periods of longevity in education, participated in a professional development experience in which they were all learning something unfamiliar (with one exception).

## Setting

This study was conducted within a large urban school district. The system employs approximately 5,000 teachers who serve about 50,000 students. More than three-quarters of the students are of color. The average age of a teacher in this system is 46 years. In-depth interviews





were conducted in respondents' classrooms with one exception. In this case, the interviews were held in the researcher's office. This decision was supported by Patton's point that physical and social setting is important. According to work he presents by Moos (1975), *social climates have "personalities" like people and some social environments are more supportive than others* (p.4). Most of the study group sessions were held in the teacher's classroom. Towards the end of our time together, traveling time was an issue. Thus, final sessions were held at a more central location based on a consensus vote by the group (researcher abstained). Patton describes research in which close links existed between environment of the facility (i.e. child-centered work) and other program attributes (i.e. clarity of the [teachers] theory of literacy). Therefore, interviewing and meeting in actual classrooms, I believed, would provide me with deeper insight about respondents' beliefs and practices.

### Research Participants

The informants in this study were eight public school teachers who had each taught for at least 15 years.

<u>Teacher</u>	<u>Ethnicity</u>	<u># Years Teaching</u>	<u>Present Grade</u>
Leah	White	31	One
Tina	White	30	Title One
Tracy	White	33	One
Ora	Black	15**	Multilingual One
Mary	Black	30	One
Fanny	Hispanic	25	One
Monica	Hispanic	28	Bilingual One
Kate	White	20	One

\*\*concession made due to need for Bilingual teacher

Although a small sampling, I justify the size based on the purposes of my research: to explore distinctive learning needs of eight highly experienced literacy educators as they attempted to learn something new. Patton contends as I do that:

*The validity, meaningfulness and insight generated from qualitative inquiry have more to do with information – richness of the cases selected and the observational/analytical capabilities of the researcher than with sample size (1990, p. 185).*



## Events and Processes

Using a phenomenological approach, I focused on these teachers' description of their experiences, and the meanings and perceptions attached to those experiences. I hoped to gain invaluable insights as they voluntarily participated in professional development to investigate an unfamiliar instructional area – formative assessment. The heuristic nature of the research allowed me to weigh issues neutrally, *and* in light of my own transformation as a veteran literacy educator.

I conducted in-depth one-hour entry interviews with each teacher using the structured interview for establishment of baseline data. Questions were drawn from the following categories: appreciation system (Schon, 1987); nature of learning, teacher role, years of service, grades taught, undergraduate/graduate training, scope of professional development experiences related to assessment, philosophical orientation in regards to assessment and literacy instructions, present assessment practices, anxieties and expectations about the study. All interviews were audiotaped; transcription was done by an assistant. I wrote an analytical memo after each round of interviews in an attempt to incorporate personal impressions and reactions as a heuristic researcher.

Teachers completed a brief questionnaire after our initial study group session. This was originally planned as an interview but my work schedule did not permit that. This questionnaire served to capture novel insights as well as any major roadblocks for teachers as they entered the study. This instrument yielded little new information; it appears that insights had not yet formed that were much different from those offered in the entry interview. I conducted a second in-depth interview – midway through the project – to explore challenges teachers were having and any impact on practices they articulated. A third in-depth interview was conducted at the end of the study with the intent of contrasting initial perceptions and exploring new theoretical insights and practices as described by the teachers.

We met eight times which included six ninety-minute study group sessions; four were audiotaped; the first and last meetings were videotaped. Three sessions were hosted by three of the participants. The other three sessions were held in more central locations when teachers complained about challenges of locating schools and arriving late. Each study group session began with observations of a brief videotaped interaction between an emergent reader (a focal student) and a research participant. These segments had been videotaped by each teacher using



Beaver's Developmental Reading Assessment/DRA (1997) as part of the agreement to participate in the study.

Research-based theory to practice links were made using the Pinnell and Fountas text entitled Guided Reading: Good First Teaching For All Children. Teachers spent time, during each session, analyzing the running records of at least one focal student although some were following two students. With my facilitation, teachers learned to analyze a running record in three ways and were introduced to the concept of "teaching for strategies". Topics were as follows:

<u>Session</u>	<u>Date</u>	<u>Topic</u>
1	October	Introduction to observation and the Developmental Reading Assessment.
2.	November	1 <sup>st</sup> level Analysis of Running Record: Computing Instructional Levels
3.	December	2nd level Analysis: [3] Sources of Information
4.	January	3 <sup>rd</sup> Level Analysis: Problemsolving Behavior
5.	March	Teaching for Strategies
6.	April	Oral Presentations of Focal Student's Strides Celebratory Dinner

The ninety-minute study group framework (Paris, 1995) was flexible with all of the following occurring but not necessarily in this order and with equal emphasis:

- reflecting on monthly running record samples and instructional implications, untangling confusions
- responding to and articulating shifts in thinking and practice in regards to assessment as a result of video observations, readings, lecture.
- Reviewing next steps, new insights gained, setting short-term personal goals re: focal student.
- Open dialogue (sky's the limit) involved my soliciting help with certain aspects of the study or doing a member check regarding data collected for purposes of validity





In addition, teachers attended two Saturday seminars led by two local university professors and sponsored by a local foundation. These four hour sessions involved learning the administration of Clay's Record of Oral Language Assessment and analysis of the running record. All teachers attended the first session; Leah and Kate did not participate in the second one.

Each teacher was asked to write two reflections per month describing her learning experiences or that of a focal student. She was also asked to audiotape 2-4 small reading group sessions in which one of her focal students was included. Two videotaped administrations (pre and post study) of the Developmental Reading Assessment/DRA were also collected. Monthly running record samples for at least one focal student were submitted as well. Text Reading Growth Charts were an optional form of documentation completed by two teachers. [see Appendix H]

My intent was that there would be a flow from inductive approaches (i.e. open-ended interviews, unstructured written reflections) to discovery of major patterns and dimensions of professional development specific to these veterans. I then focused on verifying and elucidating what appeared to be emerging (in the final interview particularly), which was a more deductive approach to data collection. I was comfortable with this impure methodological stance in regards to data collection after noting Patton's comments:

*Advocates of methodological purity argue that a single evaluator cannot be both deductive and inductive at the same time. One cannot be testing predetermined hypothesis and still remain open to whatever emerges from open-ended phenomenological observations. Yet, in practice, human reasoning is sufficiently complex and flexible that it is possible to research predetermined certain aspects of an [issue] while being quite open and naturalistic in pursuing other aspects of an [issue]" (1990, p. 194).*

### Rationale for Specific Types of Data Collection

In-depth standardized interviews provided depth, detail and meaning at a very personal level. Posing the same questions to informants reduced the bias that might have come from having varying questions for different people. I wanted to get a complete set of data on the same topics from each teacher. I recognized the drawbacks to this interviewing style in that it reduced "flexibility and spontaneity" (Patton, 1990, p. 281). I thus decided to add a final question at the end of each interview, which called for *any* issue I had not addressed. However



because teachers were asked the same questions, comparability of responses was increased which facilitated analysis of data in terms of major patterns and trends.

Although the eight meetings could not be strictly defined as focus groups, these study groups supported the goal of this study which is to conduct a type of needs assessment (for veterans) in which understandings could be gleaned about their professional development needs and supports as well as the challenges of change. According to Patton,

*the object [of a focus group] is to get high quality data in a social context where people can consider their own views in the context of the views of others" and [they] provide some quality controls on data collection in that participants tend to provide checks and balances on each other that weed out false or extreme views (1990, p. 33).*

Additionally, these study groups served as vehicles for me to play the role of participant-observer. Due to work responsibilities, I was unable to directly observe teachers in their classrooms. Thus, serving as facilitator of the study group afforded me opportunities to work beyond the selective perceptions of those teachers as reported in the interviews. I was able to learn things that teachers had not reported in their interviews; it provided a portrait of teachers not apparent from interviewing. Additionally, interacting with teachers as they collaborated with peers allowed me to better understand the actual learning context within which teachers operated. Solely relying on prior conceptualizations of professional development would have limited my view as a researcher; whereas first hand experience with these teachers-within the study group-facilitated a discovery-oriented stance on my part which was a very personal goal. Combining the roles of participant-observer and facilitator was tricky, but crucial in order to explicate teachers' meanings to those outside of the classroom.

Private documents including journals, running record samples, and Text Reading Growth Charts represented unobtrusive indicators of teachers' experiences. From this information, I hoped to learn things that could not be observed, or about which teachers might not talk. Secondly, reflecting on journal entries and student work provided impetus for questions to pursue either through interviewing or as facilitator in the study group - especially in the open dialogue segment of our agenda. According to Webb and Weck, paying attention to unobtrusive indicators "emphasizes" sympathy toward multi-method inquiry, triangulation, playfulness in data collection outcroppings as measures and alternatives





to self report” (1983, p. 210, as cited in Patton, 1990). This aspect of data collection suited my goals, as a researcher, to explore teachers’ developing understandings in a multifaceted way. That is, these documents represented an unobtrusive way to “get inside” their thinking about themselves as learners and teachers engaged in this professional development effort .

Audiovisual materials provided the teachers with the opportunity to share directly her “reality”. The videotapes also allowed teachers to serve as coaches for one another as they observed, commented and constructively questioned each other. Due to my inability to observe classrooms directly, the audiotaped lessons provided me with “behind the scene” insights about a participant’s thinking as well as actual instructional moves. In my work, I find that teacher’s private talk does not necessarily match the “walk” (i.e. practice). These audiotapes assisted me (albeit in a limited way) in determining the degree of match between what teachers were saying (in interviews and study group) and what they were doing (in classrooms). Thus, video and audiotapes were used to shape emerging hunches as well as to corroborate findings. Videotaping the study groups was invaluable in allowing me to ponder more deeply the teacher’s words and their collegial interactions. There was the phenomenon of microanalysis in which I could replay a segment over and over getting beneath surface meanings of words spoken and specific group interactions. Reviewing these tapes also provided an extraordinary guide for further question development and areas to investigate. It supported the heuristic nature of my inquiry – facilitating much introspection and self dialogue (Patton, 1990).

A final area of data collection involved protocols for collecting information. Following the third study group meeting, I began writing analytic memos [Appendix G] which included:

- Descriptive notes – evolving portraits of the teachers, reconstruction of dialogue, description of the physical setting, accounts of particular activities
- Reflective notes – my personal thoughts such as “speculation, feelings, problems, ideas, hunches, impressions and prejudices (Creswell, 1994, p. 152)
- Demographic data – time/place/date

The protocol used for teachers’ written reflections [Appendix F] and taped study group sessions included:





- Demographic information (teacher/date)
- Changes in thinking about assessment and instruction, linked to changes in assessment and instructional practices
- What supports/helps/affirms
- What is challenging/difficult/hard/frustrating

A key method for evaluating observations about audiotaped reading groups was degree of alignment of the lesson framework with teaching protocol recommended by Fountas and Pinnell [Appendix I].

## Data Analysis Procedures

The first step in analyzing the data involved simple description. Initially, my main interest was collating and providing actual responses to the research questions. As I presented these responses, I sought themes and underlying common threads of revelation as I answered each research question. Interpretation was conducted by searching for interrelationships between and among responses to the four research questions regarding specific factors which promote and hinder these teachers' learning. From these factors, I then deduced implications for my work as a teacher educator.

Patton maintains "the discipline and rigor of qualitative analysis depends on presenting solid descriptive detail in such a way that others reading the results can understand and draw their own interpretations" (1990, p. 375). However, this desire to present lots of description must be offset by "constant winnowing". The trick is to discover essences and then reveal those essences with sufficient context, yet not become mired trying to include everything that might possibly be described (Wolcott, 1990, p.35). I initially focused the analysis by deciding how I would approach the reams of data collected. I decided to conduct my analysis by using a cross case analysis (Patton, 1990). In other words, variations in individuals were not my primary concern. Rather, I sought to glean themes and patterns of experiences and reactions from this veteran group of literacy educators. Cross case analysis allowed me to group responses from various teachers to the same question enabling me to analyze different perspectives in major areas. The use of an interview guide also helped focus the analysis. Thus, I used an interview guide for the entry mid point and exit interviews. [Appendix D] I was able to group answers on the same topic from different veterans. This ultimately provided me with a built-in analytical framework.



After these decisions were made to facilitate a more focused analysis, I began a content analysis of the entry interviews and monthly reflections. [Appendices E, F] I hand coded each page by making notes in the margin using various colors to denote a label. Using Wolcott's suggestion, I began by "identifying the broadest categories imaginable" (p. 33). Wolcott suggests that keeping things simple prevents one from hypothesizing which is another step to be taken much later in the analysis. The initial codes were:

- learning: how information taken in by student or self
- supports: helpful people or experiences in their career
- thinking: beliefs, values opinions
- practices: literacy assessment teaching, methodology
- change: stated shift in previous ways of thinking or doing something
- context: people and events within teachers' world outside of study group
- challenges: unhelpful people and experiences in their career

With the help of my senior advisor, I designed a graphic [Appendix J1] to assist me in a more logical analysis of the data much akin to Patton's matrix concept. He writes:

Creating cross-classification matrices is an exercise in logic. This procedure involves creating potential categories [using participant generated constructions and/or evaluation generated constructions] by crossing one dimension or typology with another, and then working back and forth between the data and one's logical constructions filling in the resulting matrix...Thus the analyst moves back and forth between logical construction and the actual data in a search for meaningful patterns (1990, p. 41).

This graphic representation combined with revisiting the research questions helped tremendously in identifying and organizing the data. Simultaneously, I began using Hyper Research 2.0, a qualitative analysis software program that provided me with more expeditious organization and management of data. No more hand coding was done. The midpoint and exit interviews were all analyzed with this software program. While the coding became less tedious and faster, there remained the requirement to closely read the transcribed text ascribing codes. and categorizing them.

Major codes now included those which emerged from the data as well as those determined by the research questions which Patton refers to as sensitizing concepts. These categories of analysis gave me "a general sense of reference" and provided "a direction along which to look" (p.



about deepening understandings and “teaching more about fluency” which I coded as content. The subcategories of the study group were:

- sg/format
- sg/content
- sg/challenges
- sg/support

In addition, teachers articulated a self-sustaining spirit which supported their learning. I created a sub category in the major code of support and labeled it “self-extending system”.

As I reviewed the major code of practice and reflected on the transcripts, I noted that, in many cases, teachers were invariably articulating thoughts and then describing a change in classroom practice. Because this issue was directly tied to one of the research questions, I created two subcategories within the major code of practice and named them:

- new thinking linked with new instructional practice
- new thinking linked with new assessment practice

As I surveyed the texts to which the major codes support or challenge had been attached, I began seeing relationships and fine-tuning these two major areas. It seemed that teachers generally spoke of challenges or supports contextually. I then created six context-based subcategories for challenge or support.

- system related (emanating from principal or central office)
- school related (emanating from colleagues; outside of own classroom)
- classroom related (emanating within classroom)
- student related (emanating from child)
- home related (emanating from parent)
- profession related (emanating from teaching as a profession)
- family related (emanating from personal lives)

These newly created subcategories replaced the two original major codes of challenge and support.

The audiotaped reading lessons were incorporated as a way to check consistency of findings via triangulation of sources. Through these tapings, I was able to compare teachers “public” talk via interviews and study group sessions with their “private” classroom talk and behavior. Due to my work schedule, I was unable to make classroom observation, and audiotaping versus videotaping was the preferred option by





391). Major codes were: thinking, practice, challenge and support. Sub categories included,

- prior thinking about literacy theory
- prior thinking about children/focal students
- prior thinking about literacy instructional practice
- prior thinking about literacy assessment practice
- prior thinking about the running record
- new thinking about literacy theory
- new thinking about children/focal students
- new thinking about self as teacher-learner
- new thinking about literacy assessment practices
- new thinking about literacy instructional practices
- new thinking about running records
- prior literacy assessment practices
- prior running record practices
- prior literacy instructional practice
- new literacy assessment practices
- new running record practices
- new literacy instructional practices
- prior sources of support
- prior sources of challenge
- new sources of support
- new sources of challenge

Wolcott (1990) aptly describes this phase of the analysis as dialectic, not linear. As I reviewed the codes and conducted the ongoing categorization, I found myself moving back and forth between description and analysis, between seeing something new in the data and trying to make sense of it. This process resulted in several changes in coding. First of all in the major code of thinking, I noticed many instances where teachers spoke of prior and new thinking in the same breath. I then created a new subcategory that included prior and new thinking.

As I reviewed transcripts of study group sessions, I decided to make the study group a major code instead of a subcategory under support. I did that in an effort to delineate explicitly how the study group-on its own-had supported their learning. Thus, the study group was noted “sg” and “indigenous concepts” (Patton, 1990) were described. That is, teachers spontaneously talked about concepts related to format and content, which I ended up naming. For example, they spoke a great deal about “being in the same boat” which I coded as format. They talked alot



participants. Each teacher taped two reading lessons at least one month apart. I asked that the focal child be included in the group that was taped. All but one participant completed two tapings. Two participants worked with an individual student rather than a group because they were not classroom teachers. Overall results of the taping analysis are included in Appendix I. Desiring to glean insights about the teachers' conceptualizations about literacy, I evaluated each tape in the following areas :

1. degree of alignment of lesson with Fountas/Pinnell research-based guided reading lesson framework/protocol [Appendix I]
2. teacher language/line of higher order questioning

Of the eight teachers, two teachers implemented the reading protocol as described in Fountas/Pinnell text. One of these teachers (Reading Recovery trained) had undergone extensive training in the protocol prior to entering the study. All teachers seemed to understand that reading is meaning driven judging by teacher led introductions to the stories being read by students. Pictures were alluded to and a great deal of prediction was encouraged by all teachers. In half of the cases teachers also concentrated on vocabulary, by simply telling children words or over explaining the meanings. Although prompts to sound out words were few, there was little or no explicit teaching of phonetic principles. The teachers who'd already learned the protocol also did the most strategic teaching about phonics. Except in two cases, there was minimal independent reading; lessons were teacher-centered characterized by lots of closed type questioning. i.e. yes or no For example, a teacher asked if the dinosaurs looked dangerous; students answered in the affirmative. In one case, lecture constituted roughly ninety percent of the interaction. Round robin was used in one case. Choral reading was done in two others.

Teacher questioning mainly involved word prediction. Rarely were children taught how to problem solve with unknown words. Telling was generally the strategy used. When I shared this with one teacher, she changed her strategy in the second taping and began articulating the first sound of the unknown word for children. In another case when I provided feedback, there was a significant change in the amount of independent reading the children did. Effective questioning was a clear area of need by all teachers. Even the teacher with extensive training did too much telling at the child's point of difficulty rather than teaching the child how to integrate use of meaning with phonics skills. Possible causes



for this disconnectedness between these tapings and revelations in interviews and reflections will be dealt with in the final section.

The use of pre and post video tapings also served to monitor consistency of findings generated by data collection methods. That is, progress of focal students was *quantitatively* reported using numerical instructional levels from the Developmental Reading Assessment. [Appendix H] In conjunction with qualitative narratives provided by written reflections and teacher reports via interviewing, it is readily apparent that all focal students made tremendous progress. In addition, running records [Appendix H] supplemented quantitative measures of reading progress.

The data gathered in this study was voluminous; I was continually engaged, as a researcher, in reducing it in terms of themes and patterns, and then interpreting; it was a cycle of reducing and interpreting. Tesch (1990) calls this process “de-contextualization” and “re-contextualization” and comments:

*While much work in the analysis process consists of ‘taking apart’ (for instance, in smaller pieces), the final goal is the emergence of a larger, consolidated picture”( p. 97, as cited in Creswell, 1994).*

Bearing this in mind, I found graphic displays (Miles and Huberman, 1984, as cited in Creswell, 1994) quite useful in facilitating the process Tesch describes. Though artistic expression is not a strong point of mine, it served tremendously in elucidating and interpreting the story I would ultimately tell. In the final section, after providing descriptive answers to each of the driving questions, interpretation of the data takes a metaphoric turn. As I “reduced” the data about these veterans, the image of a ship on a long journey came to mind. [see Appendix J] “Strong winds” represent factors which impeded growth as articulated by these educators. When learning was facilitated, “calm seas” were present in the form of factors which promoted their growth and forward movement. During this voyage, between the “strong winds” and “calm seas”, there were “squalls”. That is, situations exist which dampen spirits, but do not take these veterans off course. Additionally, there are inveterate “monsters of the deep”: issues veterans described as omnipresent causing angst and stress; issues lurking in the classroom, at the school-wide level, within the educational profession and with parents.

As I reflected on how to “recontextualize” the data searching for a “larger, consolidated picture” of these veterans’ journeys, the image of a tall, strong oak tree came to mind. [see Appendix J2] My findings, supplemented by concepts in Steffy’s (1989, 2000) Life Cycle of the





Career Teacher Model, evoked this image of growth over time, as teachers move through developmental phases from novice to emeritus. As they grow, in my research and according to Steffy et al, there are very clear implications for conditions which support teachers in remaining lifelong learners. I believe, the uniqueness of my research is that actual voices of veteran educators, make the case for these conditions. It is a model that advocates what works for the veteran articulated *by the veteran*.

## Methods For Verification

As a qualitative researcher, I sought believability, in this study based on coherence of the findings personal insight, instrumental utility and trustworthiness of data through a process of verification (Creswell, 1994). Traditional modes of validity and reliability were not my intention. Conducting this kind of research freed me from mandates to produce “completely objective, unassailable certainties and [permitted me] to concentrate on the more immediate task of providing credible, balanced and practical information in regards to the professional development of the highly experienced educator (Patton, 1990).

Internal validity addressed the issue of accuracy regarding the data and its match to reality. Via triangulation, I hoped to find convergence among various sources of information. Thus, the three interviews allowed me to gauge change and consistency of what teachers said about the same things over time, i.e. utility of running records . By collecting written monthly reflections, I was able to explore thoughts of teachers in a more unobtrusive manner, and match those reflections with interview responses. The observational data gleaned from audiotaped reading lessons was yet another source of triangulation to compare what was being said in public(study group time) with private instructional practice. Use of the interview guide also enabled me to compare perspectives on the same issue by different teachers.

Triangulation of data methods also was included. To supplement qualitative reports of student progress, teachers tested focal students using Beaver’s Developmental Reading Assessment, which yields an instructional level. These administrations were all videotaped (pre/post) except for one teacher who pretested but failed to post test. A formal member check was also done midway during the study. I shared emerging codes with teachers regarding challenges and supports. Teachers expressed satisfaction with the findings up to that point, and provided no other written feedback although they were encouraged to do so. I plan to submit the final section of my dissertation (outcomes and implications) to



at least half of the teachers. Receiving feedback from the participants is key because I intend to use these research findings to inform my future work in the field of professional development.

The intent of this research was not to generalize findings. However, I hoped to present limited generalizability of the findings. I sought to provide credible ideas in regards to supporting veteran educators, not to provide all encompassing truths. External validity involves the existence of a unique interpretation of events. I am careful not to overgeneralize from the responses of these eight veteran teachers, but I am able to present documentation regarding what conditions need to be present for change to happen among very experienced teachers. The notion of extrapolation rather than generalizability gives me great cause to celebrate this study's findings. According to Patton,

*...an extrapolation clearly connotes that one has gone beyond the narrow confines of the data to think about other applications of the findings. Extrapolations are modest speculations on the likely applicability of findings to other situations under similar but not identical conditions. Extrapolations are logical, thoughtful and problem on \_\_\_\_\_ other than statistical and probabilistic. Extrapolations can be particularly useful when based on information in ch samples and designs...provid(ing) relevant information carefully targeted to stakeholder concerns about both the present and the future...(1990, p. 489 )*

Thus, my findings represent an “extrapolation” of lessons learned and likely future directions as opposed to generalizations. In this study, I sought to spur on my audience rather than make demands, to enlighten rather than to demonstrate, to be believable rather than certain, and to present data which was acceptable, and hopefully compelling. To put it simply, I wanted to open up possibilities for supporting the learning of veterans with informed action. The ideas presented are not to be purported as absolute truths to be generalized to all veterans.

Similar to concerns of generalizability, reliability or the ability to replicate this study is a thorny issue. Needless to say, my research took place within a specific context. In checking the design, there are two clear threats to reliability. First of all, these teachers self-selected into the study. The sampling was done in a purposeful, deliberate manner. They were all veterans interested in learning about the running second.

A second threat had to do with my relationship to the participants. Four of the eight participants had a prior history with me (3 very positive). This resulted in less time at the outset spent on trust building. Essentially, we “hit the ground running” in terms of the preexisting open context for learning. In addition, there was a power dynamic that existed





between teachers and me. I held a position in central office, and may have been perceived as a supervisor (albeit a supportive one) rather than a colleague or mentor. Thus, more honest reactions may have been kept in check particularly in the areas of challenge. I entered the study quite biased in regard to use of the running record. The group was told that this assessment tool had “transformed” me as a teacher of literacy. Another threat to replicability involves the understandings I brought about professional development, which undergirded the study. Due to a year long training in the Reading Recovery Program, I had clear ideas about what conditions I wanted to create vis-à-vis the format or how the study would be conducted. Another researcher, with a different paradigm regarding professional development, might have created a totally different structure for the study. In an attempt to offset these threats, I embraced triangulation as well as reporting findings in great detail. Additionally, in my closing remarks, I intentionally articulate new learnings and insights with which I now grapple. I wholeheartedly attempted not to be found guilty of merely confirming what I already knew. I worked to keep at bay threats associated with “working in my own backyard”. Finally, the need for constant self-dialogue led to the inclusion of a separate section on my role as the researcher in this study.

## Outcome of the Study and Its Relationship to Theory and Literature

### *Description of findings: Answering the research questions*

In this section, the four questions are answered directly by the data. This segment is mainly descriptive with minimal interpretation interspersed for clarity of organization. It is meant to provide a linear description of the findings to the research questions.

In the second part of this section, respondents’ statements are used to answer the driving question as well as consider causes, consequences and relationships emerging from the findings. It is here that I lay the foundation for implications in which I “attach significance to what was found by offering explanations, drawing conclusions, extrapolating lessons, making inferences, building linkages, attaching meanings, imposing order, and dealing with rival explanations data irregularities “ (Patton, 1990, p.423)





1. How do veterans perceive and report shifts in their thinking regarding literacy assessment and instruction “now and then?”

This question’s intent was to explore as well as gauge shifts in teachers’ thinking over time which includes beliefs (Goldsmith and Schifter, 1997). Pajares (1992) maintains that “beliefs teachers hold influence their perception and judgments, which, in turn, affect their behavior in the classroom ... understanding the belief structures of teachers...is essential to improving their professional preparation and teaching practices” (p.307). Teachers’ responses to this question are categorized in the following manner: thinking about primary literacy assessment and instruction at the outset of study group involvement; evolving understandings about primary literacy assessment and literacy instruction; evolving understandings about the relationship between primary literacy assessment and literacy instruction and teachers’ actual descriptive observations of focal students which reflect evolving understandings about this relationship. Sample responses from each category are included below.

*Thinking about literacy assessment at outset of study centered on:*

*(1) tentativeness about the use of specific assessment tools*

- Well, I’m learning and I don’t know. I’ve been doing [running records] most seriously the last part of last year. My assistant principal used to come in and say “you have to do this” and I said when am I going to do this? I’ll be here until 9PM. It’s a great tool but you look at it and it’s like a graph. I hope once I get more familiar with it, things will go easier. [Mona/EI-Entry Interview]
- ...so my intention this year and my goal is to really use the DRA. I did the Observation Survey because we were required to all do the same thing, but I’m going to now begin using the DRA although I don’t know how to interact with it and then do a mid-year assessment [Ora/EI]

*(2) definite views about the importance of informal teacher observation*

- I think college courses prepare you. They broaden you but you take from the courses what you feel you can learn plus your own assessment of them as they apply to your students. Assessment is something that is always ongoing. [Tina/EI]
- Well, I think most of my preparation was based on needs. I don’t care how many courses you take, you have to study your class I feel ...with any program. Particularly now with the literacy program and centers. The centers have to meet needs. [Leah/EI]
- I think I always read the teacher’s guide and I picked and chose what I thought would work. I feel that it really rests with you to take that information to see. I’m with these kids all day. I have to do something. [Leah/EI]

*(3) beliefs about the benefits of running records as an assessment*

- ...with the running record, I don’t want to say intimacy, but I use it very loosely cause you’re there with the child. [Leah/EI]



•Well, a lot of people are of the opinion that parents won't understand. I said I'm not advocating that you go and give them a lesson on running records. I'm just saying, say simply, this is an assessment of what the child is doing when he/she does oral reading and this is what we check for and this is what we found and this is what we feel this child should work on. End of discussion. It's something very tangible. So I'm planning to do that....the bottom line is parents want to see their children reading. But if in June they're coming to you and saying "Hey my child isn't reading like I thought she would be" and you haven't spoken to them except in general terms about how their child is or especially what the child brought into first grade, then you really have left yourself open. [Ora/EI]

•With assessment, it's easy to do report cards. It helps me also with students' needs. OK, because again with 25 kids, 25 different needs for each student...so assessment helps me grade and keep track of the needs of the students. [Mona/EI]

•I think [assessment] is a big part of the picture today and I think where there is so much emphasis on MCAS, it's obvious that other things we do in the classroom that build up to that. If we're not doing the job effectively, we want to know where we can help and that's the goal for the whole system. We have to do a better job of helping children...[Tina/EI]

•...Not only hopefully do you tease out what you can do differently or what you're doing, but you might tease out some other sources as to what the problem might be and then you have to do some things differently, to try, to ask for help from different directions [Mary/EI]

#### *(4) personal understandings about assessment*

•...we did the manual, we did the lesson plan, you know, the objectives and everything but it was just cut and dry. I mean the manuals that teachers use now with the anthology and everything, there's more critical thinking and more graphic organizers. There's more writing involved which in those days there wasn't. The big thing was getting all these red marks and if you spelled a word wrong, heaven forbid. I mean that way is changing. I like the children not worrying about that stuff. [Tina/EI]

•Assessment is ongoing looking at an individual through testing, observation and listening-different avenues to see what the child knows maybe you missed something and to get to them before they've missed it altogether. The teacher needs to find out step that's been missed before the child goes on to the next step...lots of observation. [Kate/EI]

### *Thinking about literacy instruction at outset of study was focused in two areas:*

#### *(1) instructional aspects of literacy teaching*

•...it's more of a holistic kind of work with the reading than just the coding and gaining meaning from print or pictures. There are other things that go into it that involve the child as a whole, knowledge of information, knowledge of self, being able to function independently, or feel positive that they can achieve ...to be able to teach them how to go about attacking something new even right to setting up how to organize the paper on the desk, how to move from one thing to the next...[Mary/EI]





•I think all children need phonics, sight words and background to build foundation. I think my job to teach reading is to give them the key to that code--how to unlock that code so that they are able to make that connection that transition to say "OK the ABC's that I learned will give me something big. There is a practical purpose for it and it's reading. [Ora/EI]

## *(2) appropriately meeting the needs of individual students*

•I feel we should be giving children a chance to learn in little parcels, giving it to them in smaller units to allow them to make their own pace and not assume that everybody is on the same level.[Ora/EI]

•One of the most rewarding points about this study group is the enthusiasm that I see with this group of teachers to learn all they can to understand how they can help their students. They want to analyze the running records and utilize their learning to make a difference to their children. Many of them like myself were taught to teach reading in more traditional ways totally missing out on individual reader's needs. [Tina/MI-Midproject Interview]

## *A major evolving understanding about literacy assessment dealt with seeing the running record as an addition to their repertoire of assessment tools*

•I'm finding these workshops to be very helpful in providing me with additional knowledge and skills. Specifically, this is true regarding the running record which has given me a new and additional way of assessing a child's reading. [Mary/Journal]

## *Evolving understandings about literacy instruction mainly related to:*

### *(1) redefined views of reading as a strategic process and the teacher's role in that process:*

•...I've learned to go beyond letter/sound to attend to how words look and how they communicate meaning. I'm gaining a systematic understanding of how words work rather than just viewing reading as a collection of words to read. [Fanny/Journal]

•I feel our study group of "veteran" teachers saw it as very beneficial to open up the mystery of how children learn to read and how to work with children who are having difficulties. [Tina/Journal]

•One important thing that I'm learning as a reading teacher is to help the students apply reading strategies independently before, during and after reading [Fanny/Journal]

•In this study group I've learned many reading strategies. My goal now is to teach the children to reflect and integrate these strategies into their daily reading. In other words, I want to empower them with these strategies so that they could use them independently and become better readers.[Fanny/Journal]

•I'm still thinking about K. and debating on the proper strategies to use to help him acquire phrasing and fluency. Should my next strategy be engaging K. by talking more about the story and using some of the text language? I know this is a strategy that Guided Reading uses. [Fanny/Journal]

### *(2) heightened sense of instructional handicaps for second language learners*

•I'm thinking about some of the children I'm tutoring and how hard it has been for them to acquire reading fluency. I know that it is a critical factor in





comprehension but my students' oral language is not helping them. I think one of the factors is that the texts they read do not resemble their oral language. The other factor is that English is not their primary language. [Fanny/journal]

### ***Evolving understandings about the relationship between literacy assessment and instruction included:***

#### ***(1) value of assessment as a teacher "enabler"***

- I'm learning that you cannot talk about teaching without talking about assessment. I never would have made a statement like this a few months back. [Fanny/journal]
- After our November session, I felt a lot more confident about giving the DRA--not only the 'how to' aspect of it but I was starting to gain a sense of how to interpret the results. I saw how the documented results of this test could lend information that should effect my immediate teaching strategies for [the focal child tested]. [Mary/journal]
- My feelings about assessments have been varied and not entirely positive (particularly for first graders). However, I'm very much for helping children to learn to the best of their ability and beyond. In addition, I am always interested in how I can be the most effective teacher possible, The fact that I'm learning to competently give and use these assessments to enable me to more effectively teach my students to read is key to me, [Mary/journal]
- Taking running records is time-consuming, but I'm finding out the results are great. it is a worthwhile work. It has given me the opportunity to know my students better and to know the strategies they use while they read. [Mona/journal]
- ...when some of my peers are looking at the DRA as another dictated task to complete, I am now looking forward to what I will learn about my students and what I can use to enhance my teaching strategies, [Mary/journal]
- Not only was my desire to become more knowledgeable and skilled at administering the DRA fulfilled , but I've learned how to use this test to inform my teaching [Mary/journal]

#### ***(2) value of assessment to facilitate specific teaching interventions***

- After retesting the two girls and listening to a tape of their group's reading, I've become more aware of how little they use attack skills. They comprehend the story ...for the most part. V. [however] tends only to look at the first letters of words and said her for his and Marie for Maria. Now I have to get her to focus more on the end of the word...L. is in better shape. She is paying attention to the structure, meaning and visual/print...I need to get her to look at the middle of words now. [Tracy/journal]
- I can't believe how far off the beam I've been with some of my children. They could read higher level books fluently and with great comprehension. This is also demonstrated in their writing. [Tracy/journal]
- So often I've felt that I'd mismatched E. with texts, so I've felt elated to find a steady progression upward in levels for him and realize that to study one child's reading behavior has been helping me to more clearly see what other children were doing when they read. How freeing ! [Ora/journal]
- The DRA was an assessment tool that I have been introduced to in the study. This tool made me think more of pictures as an introduction before the reading. I also felt it showed whether the child was reading for meaning or just using the text as a word by word adventure, [Kate/journal]



*(4) new awareness of the challenges of formative assessment*

- I do think many teachers in the system are using the DRA (because they have to) but are not using the results to guide classroom instruction. [Tina/journal]
- My first focal student Y. still wants to “read” texts with lots of words in it. Step by step with a lot of patience and explanation I have been able to help her read stories at her appropriate level...Taking running records on her is difficult because she always stops to ask questions, to talk about other matters and to make up her own stories about the picture or book. [Mona/journal]

*(5) deepened insights about instructional benefits of the running record in particular*

- I cannot say enough things about the running record portion of the study group. I have been at workshops with literacy gurus, have worked with the Guided Reading text, but the study went indepth on how to [determine] the child's level, how to score their errors, and what strategies the child was using on his instructional level. [Kate/journal]

*Descriptive observations of focal students reflective of teachers' evolving understandings related to:*

*(1) notice of increased self confidence directly related to improved literacy performance emanating from assessment driven teaching*

- ...the other child, a second language learner has progressed a lot. She wasn't rereading, she wasn't looking at the whole word, so just pointing out just a few little things to her made a big difference, and she's well on her way. She has a lot of things, sometimes that sound right to her because of the language I think. That was the problem with her in the beginning but she's getting better. She's got self-confidence. [Tina/journal]
- ...one of them actually, who is the lowest of the two is gaining more self confidence. I had to look at her running record and her meaning was lacking big time. You know just from Reading Recovery, I am using some of the same strategies and questions and getting her to look at things in a different way, does this make sense, just asking her things like that, what is happening in the picture. She is becoming more fluent and it is not word by word, not sounding out, she is becoming more phrased, more meaningful and she is more comfortable with herself. She is gaining self-confidence and is not afraid to go on and doesn't just stop anymore. She's doing more problem solving herself. She has got a long way to go, but she is not afraid to try and she is not looking at me... [Tina/journal]

*(2) shift from strictly behavioral [negative] descriptors to descriptions centered around academic strengths based on individual assessment*

- I see N. doing alot, he has a lot of good strategies. I see him as a good reader now. Initially he seemed very quiet, a little bit withdrawn and apprehensive, not asking for help when needed, not really openly showing what he knew or he didn't know and not quite as invested in the whole literacy or learning process. I see him a little differently now. I see him as having a lot of strengths, and more invested in the process, really excited about it, really eager. And some of the things that I see have come with learning and his





achievement which has helped to give him more positive self-esteem. [Mary, EXit Interview-XI]

•Well, from September, first of all I was fascinated with the child, but I was not quite sure how he was reading, how he was managing to read, what skills he was bringing to his reading and then I got frustrated. His behavior was getting in the way. He knew a lot and everybody else didn't so that was getting in the way. Now I think I am beginning to look to see more of what it is that he is using. I know he is using heavily a lot of meaning. He picks up on the pictures, and the flow, the meaning, so I reinforce the meaning and structure. When he is fumbling, it is because he is not paying close attention to visual. He's monitoring a lot better...[Ora,XI]

## 2. What particular aspects of this professional development experience do veterans say support these shifts ? What do they see as challenging ?

The potent impact of socialization and context on learning is now irrefutable (Vygotsky, 1978; Lortie, 1975; Bruner, 1966; Freire, 1972). The powerful role of context in the professional development of teachers has also been extensively studied, and is now a prevailing view (Sarason, 1971; Steffy, 1989; Evans, 1989; Rogoff, 1990; Fullan, 1991; Pinnell, 1994; Sparks and Hirsch, 1997; Darling Hammond, 1996/1998). This perspective was underscored by the findings of this study. While relevance of the content for use in daily classroom practice was held in high regard, it seems that the context of this experience created a comfort level that allowed nearly all (7/8) teachers to incorporate and successfully apply content. When asked about the professional development "fit" of the study group, teachers mainly talked about issues centered on *how* they were learning rather than what was learned. Responses included "learning from one another", "honest interaction", "okay not to know" as well as comments about my involvement which included "valued our experiences" and "highly credible". These comments elucidate the clear importance of format and structure for these research participants. Sample interactions from study group sessions depicting the context follow:

### *[honest interaction, okay not to know; November study group]*

MAJ: Any other observations about his reading?

GRP: I am not sure I understand the answer to what Tina said about when the pauses become monitoring.

MAJ: I think whenever they pause they are monitoring. Now if you taught them how to fix things and they are not fixing it, now they are not active problem solvers and you have to have a conversation...

GRP: Are they monitoring themselves just by stopping?

MAJ: It is monitoring, when they stop, they don't know something. They know that they do not know something.





- GRP: I thought that monitoring was more about them thinking and using some strategy.
- MAJ: Yes, that's possible. In addition for a child to stop, shake his head, any sign of uncertainty is monitoring.
- GRP: Um, hm. They can be appealing also. They pause and they are appealing.
- MAJ: Yes, appealing is a form of monitoring. You have to decide what is a good wait time when a child appeals. If you know that this is a child who needs a little bit more wait time, then you give a little bit more. If it is a child to whom you are just teaching him some new things, then you go back and review with him what you taught him. You have to know your child to know how much wait time to give.
- GRP: But also this also may be behavior depending on the running record. I don't want to wait too long.
- MAJ: Yes, right and too long a wait can interfere with meaning making on the running record.

*[learning from one another; November study group]*

- MAJ: Everybody has calculators here? Ok. You have 10 minutes to do this, select a partner.
- GRP: (The groups discuss the book in pairs).
- MAJ: Discuss the three levels of analysis. Who didn't get an analysis sheet? Did every couple get one?
- GRP: I don't know the story.
- MAJ: I'll read it to you [MAJ reads story of My Dog Willy]. OK?
- GRP: Yes.
- MAJ: I will leave the book here for reference.
- GRP: (group discusses the analysis in pairs).
- T1- How many running words?
- T2-I think there's 71.
- T1-Oh, you checked the top of the running record sheet, I see.
- T2-So now we have to figure out the rate?
- MAJ: Yes, but please do all three levels of analysis.
- GRP: (continued group discussion in pairs)
- MAJ: Work together so that what one doesn't know, the other one knows hopefully (laughter)
- GRP: (groups counting miscues, analyzing them and answering one another's queries)

*[presenter valued our experiences; November study group]*

- GRP: OK, I understand what you are saying in terms of the meaning and fluency, but in the case where he is going through and is not reading accurately because his eyes are really not focusing on the words but when he points he is real accurate, would you say then that the one to one match isn't developed well?
- MAJ: What do the rest of you think? Your feeling is that one to one match is not secure?
- GRP: Right.



MAJ: What do the rest of you think?

GRP: I thought some of that was that it was a little too hard for him.

MAJ: You think he should be at the lower level? Did he keep his finger on the words or did he look up at the picture. How much was he using the picture?

GRP: Not that much, but I thought when he did stop, he used it some but this picture was unclear. The bed and the chair, I find it confusing. The chair is very strange. It doesn't look like a chair. No it does not. It is very weird. I mean he had trouble and I had trouble figuring out the picture.

MAJ: So what Mary is suggesting is if you dropped down a level it would be interesting to see if he'd have less difficulty...

[all in the 'same boat']

- Sometimes because we are older teachers, or we lose the eagerness to learn, so I said to myself, Oh, these teachers are with it... And usually when we reach a certain age, teaching, you tend to think that you know everything. And these teachers, they were so much fun to work with and didn't mind saying "this is what I don't know and this is what I know!" [Fanny/MI]

- ... I don't find people fluffing up their feathers. I find that they are real, but then again you can't help being real because by agreeing to be in the group you say, hey, I've been in this for a while and all these new things are being thrown at me and I need to learn. So I have really enjoyed that professionalism that existed in the group and the fact that anytime you could sit down and be on the same page with people, realizing I know some of these things, but I don't know all of them [Ora/MI]

- I really enjoyed the group because I saw people who never had any experience with the running record. They'd say, Wow. It is powerful! You know? And they really embraced it with everything they had being teachers for thirty years and saying, "Why didn't I know this before?" Any experiences that another teacher has, you can share, you are all in the same boat and [study group] gives people confidence to do this with other people and to share their ideas, whether you are having bad times or good times. [Tina/XI]

- I do think that it was a supportive group. I think that people had more in common than not, and that basically the people in the group felt like me. They were there because they wanted to do the best thing for the kids, and they wanted to learn, earnestly learn, and that they were sensitive enough people and professional enough that we were able to, you know, see that in one another and accept that and build on that... One thing that I thought was really excellent was we were all first-grade teachers. [Kate/XI]

- We were all more or less in the same boat, so like this is normal, everyone has the same feelings once in a while. [Kate/XI]

- It's nice to meet with other teachers and know where they're coming from. I acquired a lot of knowledge from the other teachers because they are veteran teachers, you know, like me. I did get a lot of insight from them. [Mona/XI]

- Sometimes I go to meetings or even classes and I don't talk. But with this group thinking that they are veteran teachers who have been there for so many years, and I have been there also, and maybe what they encountered, what they have experienced, I have too. So we can help each other. [Mona/XI]



With more specific regard to content, teachers overwhelmingly referred to the utility of the information learned in the study group for supporting instructional shifts. Descriptions reflected the importance of relevance, getting specific content and feedback to improve or expand classroom practice and receiving confirmation about practices that were being attempted. Included in the following second set of representative descriptions are “purely” content-related supports of the study as articulated by the teachers. In most cases, conditions under which they studied and which they value are wedded (almost inextricably) to content learning. Following are some examples of that:

- I'm not saying that one study is changing everything, but it fits so well with my professional development and current functioning at work. It has enhanced my understanding while providing the necessary practice along with relevant feedback and support. My beliefs are often reaffirmed and enlightened with what I'm learning from MaryAnn, my peers and the literature. Thus, this study has been very personal as it has helped me to grow. [Mary/journal]
- I got a chance to learn the levels of analysis through what we were doing here, in our course study work, giving the test, talking about it in our group, with peers, with close supervisory feedback from you, but also going through the seminar that was given at the Manning School. All of that was really helpful in opening up my understanding...[Mary/journal]
- I think for me the important thing was hearing other people comment on what I was doing or what my problems were. If I would say that I'm having trouble getting this child to really focus on the ending of words, you would say, “well, what does the rest of the group say?”, and that was very valuable to me. It was also valuable to get to look at other children's work that came from other classes and not only did this validate some of what I was trying to do with my children, it also gave me sort of like a pre-knowledge of some problems that cropped up that I hadn't encountered...[Ora/XI]
- It wasn't so much what was on the video, but the discussion that followed and how people were thinking and some of the questions they asked about wait time and about teaching fluency and about just dealing with kids who didn't have any type of confidence at all. [Ora/XI]
- ...I need to have some of my beliefs confirmed. To see them in practice. To see some of the things I was doing be discussed and [study group] gave me a chance to sort of pull it out for myself and look at it more objectively, to say well this was a good idea, but you know what, maybe you ought to think about doing something different. [Mary/XI]
- I think [study group] was very beneficial because first of all we videotaped ourselves which a lot of people are reluctant to do and you showed the video tapes and pointed out certain things about running records. Just that alone is an eye opener for me, because you are really not used to seeing yourself and you are like oh I did this wrong, I did that wrong, so that is beneficial. [Tina/XI]
- I think seeing the videos of the kids and watching their behaviors, it helped me to recognize those behaviors in my students because when you're right there with the child, you're so task oriented and I'm not picking up on their appeals for help. There are so many ways that children appeal for help that I learned in the study group, you know, looking at their body language, knowing that





hesitation in reading is not always bad. [Ora/XI]

•With this model, you can talk [constructively] about your children. Sometimes you go to the teachers' room and they're all complaining, Half the time I just want to go and have my lunch. We're in a very nice environment where it's allowed to talk about if you might be having a problem with a child but not just the problem ,how would [others] handle it. That's what I like. [Kate/MI]

•... I have never been with a group so many times and so close where I can express myself and when, I was really learning something that I can bring back to the classroom. [Mona/XI]

### *acquisition of new content knowlege and skills for classroom use*

•What has made this professional development opportunity so successful for me has been the fact that it was totally relevant. [Mary/journal]

•The January study group discussed meaning and syntax on the running record. I feel more comfortable using these records for analysis. [Kate/journal]

•...we get bilingual kids in our class and so a lot of it was relevant because of the grade level and the population with which I work. So I would like to see this group continue. [Tina/XI]

•It was this study that really helped me to become as efficient that as I am in [DRA], and to prepare me or to bring me to the stage that I am at now where now I'm saying, I need to know this, I want to fix this, I want to do that, I want to change that. All of getting to this level or this point has a lot to do with this study. [Mary/XI]

•I know one big benefit of having been in this study group is just being able to do the DRA and understand the DRA, the intention of the DRA and how to really work with it. [Ora/XI]

Following are sample transcripts which highlight areas teachers alluded to when talking about content or *what* they had learned. The three areas most discussed by participants include increased understandings about fluency, monitoring as a reading strategy and specific analysis of running record miscues to inform teaching.

### *[Analysis of the running record miscues; December study group]*

MAJ: After you do your coding,, what are the three questions?

Lets review the three questions and circle M, S or V.

OK. What are the three questions you are asking yourself ?  
why do you circle M when you do your analysis?

GRP: Does it make sense ?

MAJ: Can you give us the second question. Why do you circle S ?  
when you do the analysis ?

GRP: Because it sounds right.

MAJ: Yes, when it sounds grammatically correct. Ask "Can we say it that way ?"

GRP: Ok.

GRP: But for some of them it does sound right even if it's not grammatically right because that is how their parents talk, so with first graders, one of the biggest problems I have is they will say, "my mother says it that way".

MAJ: Good point. You might just say yes, but books don't say it that way. This is the way the book talks. All right and what about V, what is the question we ask ourselves?



GRP: Does it look right.

MAJ: Great, any of the print on the page indicates use of visual information. That kind of confuses people because they think that circling V means that they looked at the picture, but it has nothing to do with the picture. It is the print on the page. If they use any letters of the print on the page. That is your guide...

*[Fluency and Monitoring; November study group]*

GRP: There were some words he worked on alot, but then on the last page he knew all the words and he was very comfortable and all of a sudden they came together.

MAJ: So you felt he was more fluent on the last page?

GRP: Right because he knew every single word and he felt good about it.

MAJ: Or maybe the story came together for him and by the last page he knew what was going on in the story which enabled him to be more fluent. Then he was able to predict and be fluent because he knew more about the story. OK. Alright, what else? So you notice he wasn't as fluent... starting off he was word by word. Say more about that.

GRP: He did a lot of pausing in his reading.

MAJ: He did alot of pausing, what we do we call that? That is a reading behavior. What is that called? What is that when children pause? That is good reading behavior, there is a word for it. What do you think?

GRP : They are reflecting.

MAJ: They are reflecting, yes, they are monitoring and N. did alot of nice monitoring. He knows that he doesn't know. That is excellent reading behavior. That is monitoring. Good readers know that they don't know, they check on themselves.

An unanticipated outcome related to supportive aspects of the group dealt with the issue of capacity-building. That is, over half of the teachers reported self-initiated efforts at teaching their peers about the merits and mechanics of assessment guided instruction. It appears that newly discovered understandings served to empower certain teachers. Two teachers, already in leadership positions, began sharing the information with grade level colleagues midway through the study. One of those teachers had begun making plans to revamp how paraprofessionals would be trained to work with at-risk students. Three other teachers, during the final interview, described how their learning in this group would be used, and this teacher sums up their responses:

•I was really learning but learning is not just something you acquire for yourself. It's just you come and practice in the classroom. But not only in the classroom, because what I learned is something I can share with co-workers, and that is what happened in this study group. I've been relating things that happened there, the things that I learned to co-workers and it was real professional development, it was an effective learning, it was something that I can share and I will share now. [Mona/XI]

There were few challenging aspects of the study group experience reported by teachers. The videotaping experience was intimidating to all, with some describing it as "contrived". However, most of them saw it as helpful not only for self analysis of teaching, but as a vehicle for refining observational skills. In addition, despite a desire by all to visit each





other's classrooms, traveling to a different destination each month proved to be an anxiety-provoking pursuit. All teachers agreed to a more central location for the final three sessions. The major difficulty associated with this professional development experience named by all of the teachers involved time: juggling *time* for family and other school responsibilities; insufficient *time* to converse among themselves, tight after school travel schedules, inadequate *time* to prepare group assignments. Sample responses follow which highlight the pervasive nature of this challenge:

- ...And there was me coming from a late school and getting there, I was just like, 'Wow, we need a little bit more time'. So, it would be interesting to see something like the study group, whether it would have been possible to get people to commit just a small portion of the summer where you're not so hedged in with, tomorrow is another day of school and then you have families and so on. [Ora/XI]
- I like to start on time, and I like to end on time. I think that's very important. That's turns people off. It drove me crazy when people came late ... And it wasn't fair to you. [Leah/XI]
- Sometimes in the afternoon, trying to get there it's hard trying to do everything doing your job, trying to have a life and doing everything else. But I know to get there it is hard, but when I leave there I feel that I am glad I went. [Kate/XI]
- I would 've liked for us to have more time to talk among ourselves of the problems or the things that go on—whether you have ideas on what else to do with the focal students. You know, more time to talk about what you're doing with your student that has been successful and what has failed. [Mona/XI]
- The study group did help... but really two hours wasn't that much time to allow, but it kept us focused and you had a deadline... The agenda was a good way to keep us on track, but I would have been willing to spend more time to have even more shared interaction... perhaps by extending each session by 30 minutes [Tracy/XI]
- ...and I know that the sessions and lessons were really clear with you, and we had time to practice. But really I would have liked more time, like, how to set up the classrooms. [Mary/XI]
- ...we took care of talking about the students that we are focusing on and learning some sort of reading strategy every time to bring back to the kids, but then we had other needs, you know, something that was stimulated through thought patterns or by some of the discussion and we wanted to delve more into that. And then it was time to go. [Ora/XI]
- I honestly felt I never had enough time to do justice for what you were asking. [Leah/XI]
- Sometimes it was difficult even getting the work done; getting the reflections done or getting the testing in; the video stuff in and the guided...especially if they were the guided reading groups. And again, that was difficult getting that done at times; peoples' workloads vary and what was asked of them. And so it was difficult. I think that doing some of that stuff is really important, even though it wasn't the most convenient time or it was difficult to get it done, it was still important stuff to be done. So those things were a challenge or problematic. I don't know that they should be eliminated. [Mary/XI]





3. In what observable ways can shifts in thinking be linked to changes in instruction and assessment practices?

Patton (1990) describes "sensitizing concepts" as one kind of data organizing tool which provides the researcher with some "directions along which to look". In analyzing information gathered for this question, I found this idea quite helpful, and applied it in conjunction with Short's study regarding a literacy teacher's role in developing strategic readers (1991). Short found three major indicators in terms of what teachers did; that is, certain actual teaching interventions or practices tended to develop independent literacy learners. The practices included using assessment continuously to guide instruction, facilitating learning rather than dispensing knowledge and explicit teaching for particular reading strategies before, during and after the reading of a text. Since this research question is primarily concerned with observable practices, using Short's findings as my sensitizing concepts allowed me to move past thinking, and to hone in on particular observable teaching practices as reported by the teachers themselves.

*Self-reported practice as an observer and user of assessment involved shifts in paradigm generally accompanied by shifts in practice categorized in the following manner:*

*(1) reconceptualized views about assessment and teacher's role*

- I think from September, I became not just comfortable, but maybe more knowledgeable about the running records as a form of assessment- an assessment that isn't a test. It is an observation, but yet a scientific approach to observation, that allows you to make some conclusions and allows you to further guide yourself as to what you are going to do next. I think I've moved more from being assured that testing isn't the thing, but it is more of a daily assessment, a weekly assessment, the one on one conversations that I have with the kids, and I am still thinking of ways to document all of that. [Ora/XI]

- I am keeping all this in a folder of their assessment with the paperwork, even though in the beginning I said what's this...because we need another day in order to really keep up with the paperwork, so what I have done, now I think is that my reward is I have something to show parents and to show myself and to show other people, the growth, or the academic growth or no growth of that student. I was able to tell [parents] this is the problem, that he is not checking carefully. Before I would say to myself what's wrong with [this child] He should know this, but he doesn't know. How do I explain to the parents?? [Mona/XI]

- Last year, it was always, why do we have to do this ? It was because I was doing it in April and I didn't do it in September, but this year it's something that I look forward to doing because I had done it in September and I had done it in February and I can see the growth of the student, what they now know that they did not know in September. [Mona/XI]



## *(2) assessment as a catalyst for reflection leading to deepened understandings about childrens' literacy learning*

•Now I can say this is where I am going. Before, in testing, when you tested a child, for me I remembered that they would give you a number, this is the percentile of this child, 90% or 80%. What are you going to do with this number? You see it there, but you don't know what it means. Now with the running record, what I see is strategies, the meaning and all that, I know where I am going to and what I will do with this assessment .

[Fanny/MI]

•... I think we all, whether they are spoken or unspoken, we know that it is why we are there, because we have identified that we need to be more proficient at assessing our children. And not only assessing because I think we all have done that through the years, but what do you do with the assessment afterwards is the piece that I have really come away with. [Ora/XI]

•The assessment we gave before, we assessed the children, but it didn't give me a clear picture. They just give you a few skills, things to teach. Now this assessment that I have, this tool is very good and I make better decisions and I record the behavior better. [Fanny/XI]

•Just being able to figure out what level the child's on. That is the first step and then when you go into the second and third level of analyzing, what is it they are using, and then what strategy do I need to teach , that is how I really find the running records the most useful for me. [Ora/MI]

• ...you give more time to your student, is one of the things that through the running records, you know the student better, the strategies, the behavior when they read and that allows you to give those student what they really need. I have two students this year, they are receiving [language services] because of the running record. [Mona/MI]

•Being in the study group and doing the deep analysis that we have done of the running records really helped me to be able to select other children to learn along with my focal child. In the beginning to look at some of what the other children were doing while they weren't as aggressive readers or ferocious readers as he was, but they were holding their own on a level with him. [Ora/XI]

•I've been doing continuous on-going assessments on the weaker students to see where their needs need to be met and teaching to them. [Tracy/MI]

•Using DRA and doing running records, during guided reading or in other groups, I have noticed the children really enjoy reading and writing. They ask more questions among themselves, and help each other with "unknown" words. They read more from charts around the room. Everyone is learning. [Mona/Journal]

•I'm going back and forth between the DRA and the running record. I'm kind of using them in the same breath. But it seems to give more specific information versus just a reading inventory test, either standardized or informally given. So because the information is more specific, then that lets me know specifically about the child, this is what they either know, so that I can continue to build on that, or don't know, so that I can make sure I put in that. For example, from the running records, I'm finding that they're consistently leaving off endings or they are not seeing the vowels. [Kate/MI]

•I see that I had been holding children back in years gone by, by underestimating them. Through our ongoing monthly assessments of my focal child, and the other "low achievers", I see giant steps of





intellectual growth accompanied by higher senses of self- esteem.  
[Tracy/MI]

- I had taken running records on most of my students, and it really surprised me, the strengths and weaknesses I “Discovered”. I have already begun to match students with the correct level books and to group them according to their academic needs. [Mona/journal]

- I had never done running records, I knew about them, but had never done them until this year and I do them all the time now. I would say at least once a month I see every child one on one for 5 minutes. I’m very happy I did it because it just said to me, Okay, you have another assessment that you can use. The DRA means a lot to me because now if a child is really confused, and I’m really frustrated, where do I go from here? [I] give him the DRA and figure out what’s going on. [Kate/XI]

- If I remember well, some of the goals were to explore the distinctive learning needs of veteran literacy teachers. Well your goal has been accomplished. With so many years of teaching on my back, I thought I was doing everything very well. “Wrong”. I was in some parts, but participating in our discussions, by reading the book “Guided Reading” and by practicing running records. I have realized some ups and downs of my career, and for me, a positive way to change my teaching style, to see my needs and also the needs of my students and plan according to our needs. [Mona/journal]

- I look forward to our meeting with Irene Fountas. I was able to give the Record of Oral Language test and made notes regarding the types of errors my students made. My concerns were confirmed. [Mary/journal]

### *(3) assessment as a catalyst for specific teaching interventions*

- I wanted to get better at the text I selected for E. to read, as well as to involve him in a group of more than one other child. He is still at that border of emergent (E) and early (F), but is squarely instructional on the (F) level. At least, having now determined the latter, my quest for his instructional level gives me the basis for what I need to teach this child, who from all casual observation, approaches any book with confidence that he “could read” it. But, he was yet, inconsistent in grade level books. [Ora/journal]

- Both students chosen for this project, Y. and M., showed similar difficulties, and I have developed some activities for them and for other students as well i.e. alphabet collages - beginning sounds; poems- rhyming and ending sounds, peer grouping - emergent readers with fluent readers. [Mona/journal]

### *(4) assessment as a catalyst for major instructional shifts*

- By doing this study, I didn’t just assess L., I did some other kids, but more on her. You’d see the growth. She was just looking at the beginning of the word, then later on, she was looking at the middle of the word. I could track her growth more. If I weren’t in the study group, I’m sure I wouldn’t have been doing all this extra assessment, it shows progress. I would have done the beginning and the end. So this way, I saw the continual growth of what I needed to do, or lack of growth and focused on it, to teach that. [Tracy/XI]

- While doing running records, I noticed that some students were having language problems. They were lacking vocabulary. They were having problems understanding the stories because they did not know the meaning of words. I knew children needed to hear good adult language and need ample time to express themselves. They need to master vocabulary. I knew for a fact, but never took the time to plan activities where





they talk more, even if the topics has nothing related with stories read. This year I have done this, and students have developed sufficient oral vocabulary and improved articulation. [Mona/journal]

- Finding out through the DRA assessments that they read on second and third grade levels, I gave them more challenging stories to read, and the children love them. [Tracy/MI]

- By giving Y. the DRA, I have realized she can do more and better academic work when she is taught one-to-one. She gets very distracted in large groups. I have a clearer idea of her strengths as a reader. I have pinpointed some areas where she needs more help. I intend to work closely with her and to do assessments more often in order to meet the needs she has. [Mona/journal]

- Before I had small groups. But one child can be reading across from where I'm sitting. If he makes a mistake, you can't always really pay close attention to it. With the running record, this one-on-one when you are doing it you see that the child is having some particular difficulties. [Mona/MI]

- Before it was just assessing. children read the paragraph they gave back information literal comprehension ,no critical thinking. Now I ask them to give back information, details, but also be able to form opinions and make judgments and back them up. That is it. The critical thinking. [Fanny/journal]

### *(5) assessment as a catalyst for making collegial decisions about children [other than focal] experiencing difficulty*

- Learning more about running record and its stages of analysis has also helped. I feel more at ease doing them now that I have a purpose. I have been able to help other teachers with the process. It is an authentic assessment and provides the student the opportunity to demonstrate the level of his/her development. [Kate/XI]

- ... if you really want to help the child who's having problems, this is a positive step. besides having them go up to Student Support Team/SST for testing. This [DRA] is a good resource for decisions about whether the child should be brought up before the SST group. [Tina/XI]

- What I suggested as team leader to grade 1 level teachers is that when we have February open house, that they try to use the running records to talk about kids that they are concerned about with their parents. I think it is a very tangible record of what the child has been doing, as opposed to saying listen Mrs. So and So, your child is having a problem. [Ora/MI]

*Self-reported practice as a coach or facilitator involved shifts in values held about the roles of teacher and children in the learning process accompanied by instructional changes categorized in the following manner:*



### *(1) replacing teacher/program-centered emphasis w/child centered approaches*

•Coming out of my work with the running record, I see it as another approach to get more information about what the children know. I am looking at them as individuals, rather than looking at them as this group, where when I first started teaching a zillion years ago, it was like everyone was reading the exact same page and the exact same basal. Truthfully I just had the children in groups in September and kept on going with the exact same children always together. And now I am changing them all the time because they all have different needs and one group needs one thing more than another. [Kate/XI]

•Before, I did not let my children have enough time to read for pleasure, because there were stories from the “series” that had to be read, discussed, and a work book to work on. Now, reading for pleasure is an important part of my teaching. I give more time to students to read freely for satisfying their curiosity, to relate stories to their own life, or just to have fun while they read. I encourage students to respond to stories read to them, relating them to their own experiences. This has helped them discover the value of reading. [Mona/journal]

•Positive reinforcement works with J. so nicely... I bring him into the book area and let him choose the text at his level. He is interested, he wants to read it and he feels good about himself. Again, J. has gone another level up to level E. He is so much happier when I call his reading group, he wants to answer more questions and he tries to help others to find ways to tackle unknown words. Jonathan makes me feel that the study group was worthwhile. I may not have taken the time to work so hard with an individual child. I felt I picked the right child for my study. [Kate/journal]

•S. has been very successful. This makes me feel pleased. It is rewarding to hear the conversation that is promoted as a result of the reading of texts that relate to his interests. The books also allow for problem solving. .. These readings have sparked independent reading so much so that I am asking the librarian if there are dinosaur books available to read. He perseveres with his reading, particularly if he is very interested in the topic and I offers my support and interest. [Leah/XI]

•Once again, I can say that participating in this research project has helped me extensively. Discussion and lessons made me change my teaching style. Mostly working with students 1-1 and in small groups has given me the opportunity to know my students better, to observe their reading and writing behavior and to meet their needs in an effective way. [Mona/journal]

•.. before I would use a big book for one day. But now I’m using it for pleasure for the first day, then I’m getting one or two different aspects out of it, such as maybe taking off the silent E and adding I-N-G, [Kate/XI]

•Mostly, I was focused on teaching that series, that book. We have to cover five books in first grade. And I was using books that I was attached to - the theme or unit. But this year, I have used more books like the small books that I have here and I have given the children more time to explore by themselves. [Mona/journal]

•...assessing the kids right up front. Then I saw what they needed. I didn’t wait, and I taught the others, pulled it out of them to see where they were at and where they needed to go. You gotta give the kids more credit. I was really surprised at how much they really knew, so I started off





at a higher level. I started seeing strengths very early and having the concrete data, so you can just start off at a higher level on the ladder and take off from there. They really have a lot more knowledge than I thought they had, and they really do share with each other. There is a lot more student input than my input now. [Tracy/MI]

- I'm going in and taking the guided reading books. The guided reading books are a lot easier for the kids because it's not like ten stories together. It's one story. The children say, "I've read a whole book." It's not just a story. [Kate/MI]

- This year I had more of an awareness and began use of trade books as opposed to doing the basal. Trade books have always been something that unless you have the ability to somehow buy them, borrow them, beg for them they're is not available. But this year I think of it as soaking my children with trade books and I just really saw that in bringing that change to my classroom, it had such a positive affect that I didn't care where I had to walk to, who I had to ask in order to get a steady flow of those trade books coming in. With realizing that as children read and finish those books, they feel more like readers as opposed to reading a story out of book and they're picking up that same book week after week after week. [Ora/XI]

## *(2) seeing child as active participant vs. empty vessel and teacher as facilitator vs. all-knowing fount of knowledge*

- When I did the first running record for my case study, and I found out myself, he was looking to me for too much information. He would just wait there and look cute. So now I'm saying all right, let him try it on his own. And the first time he really was not willing to even attempt. Then the next time he goes, Well, I know. And he said, Wait a minute, Miss K. I can do this. And the waiting period was probably forty-five seconds. Now it's down to probably ten to fifteen seconds, [Kate/MI]

- But I never had them [word walls] in place. It's up here all the time now, they can use it, and they don't have to always be looking for me. [Leah/MI]

- I now give L. more wait time, because she really does have a lot of the skills. [Tracy/MI]

- I have learned to be a better listener and observer. I provide students more opportunities to look and read books. They choose their own topic for writing. I support and encourage them to take risks while reading and writing. I am not the center now. They are! [Mona/journal]

- Now when children write, I am saying tell me about it in your own words rather than taking one page and writing from that page and illustrating it. I am saying "in your own words tell me what the whole story was about" so he has the power to do that now and I think that before I would not have given him the opportunity, I would have just said this is how you spell it. [Kate/XI]

- They're not just being lectured to. So I allow them to help each other out. I think that the kids need to become more independent. I'm not the only resource. [Kate/XI]

- If we don't know, we ask questions in the study group. I was so used to not letting children look at somebody's paper, now I let them. If that's the way to get the answer because it's not a test. [Fanny/XI]





*Self-reported practice as a more knowledgeable literacy teacher involved theoretical shifts about the reading process and new understandings about elements of that process categorized as follows:*

*(1) view of reading as an interactive process in which teacher language impacts a literacy learner's thinking and behavior*

- I was learning about the appropriate [assessment]tools, but still it all applies to reading in general...I mean, in terms of what I say to the kids, what language I use to help support certain behaviors, what language I may or may have been using that didn't support certain behaviors or it may have encouraged other behaviors. They're saying, "Sound it out" and before that would have been a great answer, but I've been working so hard to get these other strategies in, and they're still saying, "Sound it out". So now I'm learning some of the little gray areas of fine tuning. But there are some other things I'm doing which lead more to sounding it out, and so that's why I'm getting more of that kind of an answer. [Mary/XI]

- Good punctuation and phrasing and their intonation [are important] when they're reading, to give it more meaning, to always reiterate the phrases that make sense, and does it sound right. Just say to have it be a normal part of their way of thinking; to make them internalize it. I make sure that they're doing some self-monitoring and problem-solving now. [Fanny/XI]

*(2) new instructional practices incorporating "teaching for strategies" and "how to" vs. telling answers and teaching skills*

- I was giving the answer and not giving him strategies. Now he is using a lot more word attack skills and he will say, well I see that word in there, I don't know the whole word but I know part of it, so we go from there, we go from what he does know and we extend on that. [Kate/XI]

- I enjoy the DRA, because it has made me think before I start a book with a child to say, let's take a look at these pictures. Let's get a little bit more detail before we start reading. So it gets the child a little bit more comfortable with the story. I do that now because of the DRA. [Kate/XI]

- ...that testing made me stop and think about when I start a book now, I make them look at the pictures before they start anything, [Fanny/XI]

- I had done a running record with her on a book,,, and I came back to her and did the running record on it again and one of the things she was having trouble with is the weird thing in English of T-I-O-N being "sion", so we worked on that. [Ora/MI]

*(3) new instructional practices incorporating fluency as a strategy*

- I put it out to the whole class, in fact, about they weren't stopping at periods. They were just running them in together and I was imitating how they sounded- word-for-word. It's amazing because when they read now in the classroom, they'll say, Oh, I didn't stop. They're thinking and they say,that doesn't sound right, that sounds funny. So they're internalizing and it's helping them gain more meaning I think. [Tina/MI]

- Before I didn't really assess many strategies I was using . Maybe I was using them, but I wasn't letting the kids know, like what to look for when they read, strategies like looking at how things sound. I taught beginning sounds



and ending sounds, but to tell the student, listen to this and see if it sounds right, I never did that. [Mona/MI]

•I told him do not use the finger. So he will look at the phrases, chunks of words, instead of just one by one, so he could acquire fluency. Also we are now working with the beginning of words because this is where he is lacking, visual. The last running record I took I noticed that this is where he is lacking. He does not associate the beginning sound with the sound of the word. [Fanny/MI]

•I'm using the strategies. you know, how to read by phrases. And I said, "Please do not point. Now let's say three words at the same time and this is the way we talk." We don't talk like that, you know, word-by-word. [Fanny/XI]

#### 4. To what extent does context at the classroom, school and system level impact shifts in thinking and classroom practice ?

As indicated in the previous question, context within the study group played a dominant role in contributing to these teachers' shifts in thinking and accompanying new classroom practices. Thus, it is no surprise that this issue remained prevalent as implementation efforts were launched back at the school site. Teachers do not work in a vacuum; their students, other colleagues, administrators and parents exhibit various levels of influence within the context or school community in which these teachers work. In addition, family matters were cited as influential in their professional growth. According to Schulman (1997), context or a "culture of inquiry" is a major contributing factor to the growth of professional learning. He contends that such a context is not automatic, but must be deliberately and continuously nurtured. These teachers provide much insight into what is helpful and what is not in terms of a context which constitutes a "culture of inquiry". Their responses are divided in the following manner: student-related supports and challenges include issues that emanate from direct work with children, classroom-related supports and challenges include issues for the teacher within classroom group parameters, school-related supports and challenges includes issues mainly dealing with collegial interaction, system-related supports and challenges includes issues borne out of work with supervisory administrators and matters controlled by central office, home-related supports and challenges include issues involving parents, profession-related supports and challenges include ways in which these veterans have been nurtured or not by the educational professional community, and personally-related supports were family matters spontaneously spoken of by teachers as highly influential in their professional lives. Finally, a category that emerged involved comments of a self-efficacious nature. These responses reflect a seemingly innate desire to continuously learn or self-appraise, and are categorized as self-extending supports.





## *Student-related supports fell into three categories:*

### *(1) seeing students succeed supports teachers*

- Changes are not easy, but what makes it easy for me is the student because I realize it's them. I'm here for them. [Mona/EI]
- Sometimes I might purposely set out to find out what I can do to fix this or to be more effective here. So then I might seek out specific kinds of information not just because I believe in this particular philosophy or that this is the new way to learn, but I'm looking for something to help this particular kind of learner. [Mary/EI]
- ...some things you put your time into, but it really isn't worth it. If it works for the kids, I'll do it...when I see them making progress, it's ongoing support. The kids are doing well, I'm supporting them and it's just going back and forth. [Tracy/EI]
- You know I'm always so concerned that I don't want my kids to be lacking because of me. So if there's anything I can do to help my kids reach their full potential, then I'll try to do it. And so those kinds of professional development workshops or things that I think will help me to help my kids, that's what I'm most interested in...[Mary/EI]
- ..So, what am I not doing, or what could I do to make it better. So I always question myself, what can I do to help. And this child isn't picking it up this way. So it's not a question of how can I make him fit into this hole, but maybe he's learning a little different, of seeing a little bit different, in seeing it and what can I do, to help him take in that information. [Mary/EI]
- ...Well certainly your long term goals make a difference... But most immediate is your ongoing assessment of what's happening with the child, how they're taking in the information, how they're learning, what needs to happen to help me to be more effective so they can gain that information or utilize that information. [Mary/EI]
- .. if [I] shut off the brain from learning, I have no right to do that if I am teaching....I'm an active learner all the time, looking for more ways, better ways, different ways to do this and do that, to reach [the children]...[Kate/EI]

### *(2) seeing former students continually succeed supports teachers*

- I think for me in my teaching, the questioning is also tied to how my students do when they leave me. In other words, that's the final confirmation for me. [Ora/EI]

### *(3) an ethic of care is a buoy for teachers*

- [changing] the mindset of what teachers are, maybe all the talk about teachers having it so easy, why do they want to do this, they have the summers off, they don't try, they don't work. People don't really realize that some teachers really go the extra mile to learn, to keep up with new techniques, new strategies. They're always trying, they're always giving to children. I mean, this is their whole heart and soul. I mean, if you're a teacher, you want the best for your students, and you really try your best. It's not just a job. It's a responsibility and if you didn't, you know, care for kids, it wouldn't mean anything. [Tracy/EI]
- There many many time,s you know, when you feel put upon by the system and you want to quit, you feel frustrated, but you get in front of the children and they are the ones who work the magic...[Ora/EI]





## *Student related challenges involved both academic and social domains:*

- I am concerned about one of my students who does not have ESL background support. This is her second year in first grade. Her oral and written language is very poor. The Record of Oral Language workshop may provide me with some additional insight about her difficulties. [Mary/EI]
- One of the things that's changed is before I wasn't that religious, now I am...Five or six years ago, I had a student who was driving me crazy. I used to hate coming into work. He would scream at me and curse me...I began to attend daily morning mass. Now it's a habit I cannot do without to set the tone for my day. [Mona/MI]
- The child, for example, may be asked to function in a world that isn't quite the same as it was several years ago. So what they did several years ago, doesn't quite work now the same for me as a teacher. So there's that part and then there's also that fact their environment changes how they are. It's not that they are just trying to fit into a new environment, but the environment that they are in has changed, so if a child is watching TV all the time and is used to things flipping fast, being entertained, and that kind of a mind set that they're in, you know, then that's a challenge. Perhaps, it's come from the environment, but you know, you've gotta work with that. If they are not getting sleep, if they are not getting food, if they are worried, constantly look to the child to evaluate that they are getting it and not getting it, then you pick up on some of those issues. Not only, hopefully, do you tease out what you can do differently but you might also tease out some other sources as to what the problem might be and then you have to do some things differently, to ask for help from different directions. [Mary/EI]

## *Classroom-related supports centered on issues which met individual needs of students or teachers*

### *(1) student-centered approaches as teacher motivators*

- To just see the success of that one child, it was sort of like I had to focus on my worst, on the one who was giving me the pain, the worst case scenario and make that a success. Then when I used that I was able to broaden it where I was doing it for the whole class. [Ora/MI]
- The grouping has made it easier, because if you have different groups, the more groups and the more centers gives you more time but less students within a group. [[Ora/XI]

### *(2) teacher-centered format for professional development*

- I think that effective professional development not only gives you the information, but also gives you a channel to practice, you know, or to be supported. I think if you, you can go to a million and one sessions and you have full intentions of bringing it back to your classroom to your children, but you find you get there and it's so difficult to graft it into your already established routine, but if somebody comes along besides you and says, You know what, I'll come to your class. I'll work with your kids, for a couple of weeks, a couple of months, however long you think it will take for you to do this, it makes a big difference. [Ora/XI]
- It has to be practical. It has to be given in a way that I can use it in my classroom. I like things that I can take away and use right away. I will read, I



will look at some of the research or some of that information, but I need the more hands-on knowledge and how it directly affects the kids. And that's what I need. I need it always to be directly connected and not just too much for the abstract and just intellectual way out there. It has to be directly related.  
[Mary/XI]

***Classroom-related challenges mainly dealt with issues of time and inordinate class size often interwoven as problems.***

- And so the time continues to be a challenge, even now. Our school, we have to do DRA testing. Right now, we have to do it at the beginning of the year and the end of the year. That's gonna definitely go in place for next year. We started it this year. And we have to have subs, because we couldn't physically sit with one child and be expected to maintain twenty-four other children. Now that's all well and good, but if that substitute, that support is taken away even though I want to assess I might not be able to physically do that for all the kids. So like with the running records, I think it's really important and it's really helpful. And I've done it with my focus child, and sometimes it was difficult getting that in with one or two students. How I can physically do it with twenty-five students may not be something that I can do even if I really, really want to. So time constraints continue to be a problem, [Mary/XI]
- It's important to assess and you have to teach the needs. But you have 25 kids. I mean you're doing like four sets of tests and each test takes more than one period and you have 25 kids. When are you going to be teaching ? [Tracy, MI]
- ...sometimes what gets in the way is the time. We don't have enough time. We have the P&Ds, but most of the time is taken for the meetings, and that's one of the things that can get in your way for changes, because we want to be prepared for the student, but when, again, do you have the time to prepare ? And sometimes that's hard taking time to do it at home, I mean it's overwhelming pressure. [Tracy/XI]
- ...but we do not adjust. [We assess ] but we never, never adjust. maybe because we have too many children in the classroom...[Fanny/MI]
- I am feeling so inadequate as I try to put all these pieces into place here, because I am still teaching something else which is antiquated or that doesn't quite fit, there's the challenge including the 25 kids and a few real behavior problems and doing the guided reading and how to go about it...[Mary/XI]

***School-related supports centered around beneficial “in-house” aspects of the context as well as appropriate structures for professional development***

***(1) school-wide literacy model provisions as a support***

- that is great that the environment here is such that you can come in and find a book that after you determine their needs, that you actually have a place in this school, that you could find books which meet his needs [Kate/MI]
- J., I would say J. [lead teacher] supports me. And anything I like, like the other day in running records I went to her right away and we did certain things together so that has been very, very helpful. [Fanny/MI]
- There's some of what we've learned here was also the DRA testing, that was talked about in the ELIC course [schoolwide literacy model]. We had someone come to the school and talk to us about it. So you could say that it was duplicated or that we had other ways to learn about the same thing, but not





really with the intensity...[Mary/MI]

- ... I am hoping to receive more training. I am one of a very few teachers, at our school, who is working at trying guided reading along with our existing reading program. I have, however, signed up for the optional peer coaching which will begin this week. [Mary/MI]

- Well, J. said, "I think [study group] will be very beneficial for you". Because this is a tool that we use in a lot of our assessments and all that. And this will teach you how to, will give you more learning about how to use the tools and strategies, how children use those. [Fanny/EI]

## *(2) collaboration with other "learning" colleagues as support*

- I listen to some of the other teachers, I hear them say, and I think it's already happening, is they shared it with other teachers, and they're spreading things around and other teachers are embracing it, so I mean it might be a good way of reaching out, branching out to some of these resistant people, having a veteran teacher sort of say, Gee, this is really happening; seeing results of children making bigger gains. [Tina/XI]

- Having a constant study group in Chelsea , that all teachers were attempting to teach things around the same time of the year, we would get together and we would plan our lessons together for reading in particular, because the emphasis was on that and it was truly helpful. Because of some confirmation, it's the confirmation that I constantly need. To say, you're not just out there feeling like a piper or something. [Ora/EI]

- ...their[colleague's school] scores were very, very good and I can see why. Most of the teachers were trained in the strategies, so that they solved the problems early on and the kids when they get to a higher level, there is no problems. [Tina/MI]

## *(3) the principal as a main support and advocate of a learning culture*

- ... the environment in the school. I have everything that I ask, well not everything, but I write a note to her[the principal]... and say "Hey, I need this, or some advice, or some relief at lunchtime because I don't know how to do this." Like if I switch to this, I don't understand she will send to someone who knows. [Mona/EI]

## *(4) professional development structure supporting individual needs*

- Our professional development[should be] more than just listening to someone rehash all the information at us...dictate...You know, they always want hands-on, they always want modeling. The teachers do because they're not sure, because it's like testing the water and they say, Am I doing it right? Am I doing it wrong? Show me how to do it and then I'll try it. I think that would be better for people. [Tracy/XI]

- ...professors from B.C. were involved. It was the Team Unit leading there and they gave us a lot of ideas. Just how to get performance based objectives, did a lot of work with writing. John Cawthorne was an expert on writing. [Tina/EI]





## *School-related challenges in all cases related to some aspect of dissonant collegial relationships*

### *(1) colleagues' missing or lost vision of their work*

- I think people receive you, no matter how humble or diplomatic you try to present your work, people tend to perceive you as a competitor when you're working shoulder to shoulder and I'm not sure that individual teachers can truly make the difference in a school. [Ora/MI]

### *(2) colleagues' resistance and adherence to the familiar*

- I think in the building, it's hard for me because a lot of people are resistant to these ideas. They're set in their ways. They have their lesson plans all done for the whole next year with no spontaneity, is that how you say it, which I think is very important in teaching because you sort of have to go with the child and the flow because it's more meaningful to them... Planning is good, but there's gotta be ways to deal with the instructional curriculum to get to the points where if you teach the child with different techniques, to meet all the needs of all the children. [Tina/MI]

- I feel that we have gone a little bit backwards at this school, because we are not doing very structured and I feel bad that we are not an ELLI School because the other teachers that I have talked to their training is very, they know exactly where they are heading, they know exactly what is expected and everyone is on the same page. My school being what do you call it a home grown model is going every which way. The people are doing the DRA's, they are all doing the DRA, but they are not analyzing so that it is not going anywhere. Sort of like being in limbo. [Tina/MI]

### *(3) colleagues' view of teaching as a job vs. a craft*

- As a matter of fact, I was talking with a colleague yesterday. It's like, why are you doing so much and some teachers just come and they come in the door at 9:10, they leave the door at 3:35, and that's it. And she said, Those teachers are working just for the money. I said, I don't care about what those teachers do. [Mona/MI]

- I question myself because I see people sit down and read a books and the child reads and then they help them if that child misses a word. And then the next child has a turn. So they're getting through their reading material a lot faster and I'm saying to myself, "maybe this is the method, maybe that's what I ought to be doing, maybe I don't need to go into all the structure for the vocabulary and that all, but maybe it's not worth it. [Ora/EI]

- You almost have to be in a position that gives you that sort of tag that says, My job is to disseminate this information to give it to you and you're more received at that level as opposed to me bursting in here and saying, "Hey guys, this is what I'm learning in study group. I talk about it, you know, and the people who are interested, they bite, you know. I present it in my grade level meetings, you know, because I've had the opportunity to be the one making the agendas, you know, what we're going to discuss, but for example, I talked about this in my grade level reading. What are the habits of good readers? I offered the pink form that has all of that and out of four teachers who actually, we're about seven that meet, but four of them actually Grade 1, there's only two people who were in this, and the other ones decided to carry on a private conversation while I was talking about it. [Ora/MI]



### *(3) colleagues' mismatched expectations of children*

- I think more cross grade, because when there's some cross grading, you know, the teacher that had the children the previous year, she'd know what was expected of them and what the goals are to get them more together. That hasn't happened yet. [Tina/XI]
- Maybe somewhere along the line there would be a sort of like a meeting of the minds and even a quality, so where sometimes I mean it is probably not my business, but I worry about kids getting inconsistent teaching. [Ora/MI]

### *(4) lack of time for collegial engagement*

- If I put it together at night, you know, I come in and do it. But things don't go on as scheduled because this and that and this and that and there's just so much going on in school all the time. All of sudden administrator's coming in, we're gonna have this program or that and whatever. Things don't go as scheduled. Everyone's running so much, everyone's on a roll. There's really not that much time to get together. There's so many demands that it's tricky just to make another demand on somebody's time and they're already overloaded. [Tracy/MI]

### *(5) colleagues' "egg-crate" mentality*

- ...So then I'm waiting for a particular book (out the common bookroom), and I'm waiting for this, and then some of the books are missing, you only can get two...I mean, I'd be willing to share, but no one seems to keep to the rules. I asked one teacher one day, I said to her, I said, Well, you have this particular book. someone told me. Oh, she said, My children love it. I said, Yeah, but that's not what I asked you. I said, You've had it for quite awhile now. Well, you know, she was so reluctant. I didn't get it for a couple of more weeks. [Leah/MI]

*System-related supports mainly revolved around varying kinds of professional development opportunities within the school [inside learning] and beyond the school walls [outside learning] with attached budgetary provisions:*

### *(1) inside learning with in-house resources*

- ...implementing certain things have become mandatory; that's [sometimes] how I implement them. The way I have embraced things has a lot to do with this course and system requirements. [Mary/MI]
- ...Like Martha, we go over there and get the books. That was always wonderful. I think Martha G.'s office has really been like the big influence. Knowing what's what and she's getting us to know. She has the connections. And the office follows through. [Tracy/EI]
- Millie V., I got her, and a couple of workshops were given. And she was great. I mean, she really gave people hands on techniques that they could use. You know, she brought a multitude of things to show, so that they really had some real good things to work with. People like that were brought right in the building that we worked with from the district office. [Tina/EI]
- I take five periods a week planning and development is essential. It just takes a lot of preparing. [Mona/MI]





## *(2) outside learning funded by system*

- I think the teachers should have freedom of choice, as what interests them, when it's applicable to the curriculum at their level. [Leah/XI]
- The two systemwide workshops presented in conjunction with Lesley College that I attended...were very informative and well run. The most important thing I see coming out of this group is the sincere openness of teachers embracing the strategies they're being taught and wanting to learn more so they can effectively make a difference to the children in their classes. I hear them talking about showing their colleagues in their schools what they're doing and this makes me feel there is hope for many more teachers to make changes so their children can reap the rewards. [Tina/XI]
- One of the things that I wanted to find out more about was the Record of Oral Language. I am very pleased to get in on these sessions with Irene Fountas and just delighted to learn how to give the test. [Mary/MI]

## *(3) inside learning funded by outside agencies*

- We have an Annenberg Grant here that we have to, for the last three years, did every other week, before it was every week, not it's every other week, to look at student work. So that has helped me a lot. [Mona/EI]
- I think, I've been changing all along, but the Reading Recovery training [provided by the system] really was a mind blower! (Laughter) No, it really was! It changed my whole outlook on everything, I mean, completely. [Tina/EI]
- To get these kids and all these little centers is a big task. So I made two signs. Tony [trainer from schoolwide literacy model] showed us some, like most people would come to our districtwide sessions and their concern was management. I don't know how many examples his assistant gave us - but there was one that had 'open' and 'close', so I made that to help me with management of my centers. [Leah/EI]

## *An additional system support mentioned was that of the principal as an encouraging presence and model:*

- ...when the principal comes in and says to the children, Could you read that for me? I never feel intimidated. Never, because I know that they should be able to read it. I have enough belief in myself, okay? I know that... And she knows the children, and she knows who can do it, she will know that. [Leah/MI]
- I can count on [my principal], like if I need something, like materials, I can go to her. Also, um, she had with professional development, she gave us a lot of facts, too, not only has she given us opportunity to participate, she participates herself. This is a great plus because I mean, hey we have to do it, but she is not just showing us that we have to do it, but she has to do it too. [Mona/EI]

## *System-related challenges fell into three categories:*

### *(1) lack of system-driven ways to build and maintain a common knowledge base*

- I think everybody doing the same thing is good, but I think if the people are involved - I know, I've had training in certain things, so it hasn't been a problem for me - but new people coming in haven't been given enough training and they are expected to know certain things. So I think that's been





a deterrent for a lot of people in the building. [Tina/EI]

- I also feel that [district-wide] professional development should be done on running records and the DRA professionals who know how to analyze the results and give teachers first-hand knowledge on steps to take to remediate the children's problems. Unfortunately, many teachers go through the motions of collecting the data but this is where it stops. I feel that the Superintendent should make it clear that "change" is what is needed to reach some of our children. I'm not saying the old way is a bad way, but when you have certain schools who are using these important tools to help them guide their instruction they (children) are making great gains and others are just going through the motions. [Tina/journal]

## *(2) union /contractual elements that send mixed messages*

- Sometimes I wonder am I crossing the line, because I don't want to, I mean, be against the union because it's my union. But it can be something that I choose to do because I need, I want to be prepared. I'm coming here at 9 o'clock, and I'm leaving at 3:30. That doesn't make me a good teacher. Where is the time to plan? So I want to be here at least one hour, and it's better for me to do it in the morning. But then there's the union. You can find yourself with your hands tied...[Mona/XI]

## *(3) diminished sense of professionalism*

- ...you're helping all children read in your classroom. And then you set up a system where you can't get, those kids can't get support, then that's a real problem. Right now, this whole SPED thing, it's a real problem, because the emphasis is on meeting the standard, yet SPED referrals are limited, regardless it seems to be acting at the expense of the child. I'm opposed to it, I'm not very quick to run down with a referral. So when I do go, you know, it's a serious problem with a specific need, and I do think that they qualify. But when you're talking about, doing or not doing something, just for numbers sake then I think that's not healthy, that's a problem. , so anything that looks at something in a more self serving way, when you're supposed to be doing something to help children but the truth of it is, you have a whole other agenda, then I don't find that helpful. [Mary/EI]

- Some administrators want to do the whole ball game, you gotta do it my way. A deadline, and you do this, and they really don't understand what they are doing. [Tina/EI]

- Requirements regarding products or systems mandates are a challenge. I want the child's best versus fast pace and pumping out products. I'm taking more time to get the best out of the child slowing the pace of instruction as determined by the child. [Kate/MI]

*Home-related supports mainly involved parents working alongside teachers as advocates for their child's learning which manifested itself in various ways:*

## *(1) more knowledgeable parent regarding literacy learning*

- I was just overwhelmed with the idea of doing this [running record] for a whole class. But I think this is an idea that is wonderful and for the first time we have something I think parents can truly get in touch with it. [Mona/MI]



## *(2) parent visits to school*

•S. is a twin. I guess the other twin's not doing well. And anyway, I asked to see her. And he started to improve. And then she came up again because of the other daughter, and she said to me that's she's been so pleased...[Leah/MI]

## *(3) rich social relationship intentionally developed by teacher with parent*

•... she is very disturbed because of what's going on at home. And I have known this. I want her to do the best which is why I picked her for this study, I have to come closer to the mother and, and know the family better. I mean, this child is learning now. [Tracy/MI]

•maybe because I know the parents the extent of the eye problem is very serious and they are hoping that if he were to wear the glasses all the time, that some of it would begin to correct itself and indeed this year, they said that some of it is starting to get better. [Mary/MI]

•I try to get them to realize that, you know, we're in this together. Years ago, they would take it as a threat, I guess, when the teacher would say it. Now, you know, I say we're a team, we're gonna work together to help your child... they need to see the teacher as a helper, the guider, and we work together, and, you know, they ask me to send home different things and I do. And I found that's been important. [Tracy/MI]

## *(4) child's success as catalyst for parent involvement*

•I can see the children who are really progressing beautifully, they are really forcing their parents to pay attention to them, [Kate/MI]

## *Home-related challenges dealt with the following issues;*

### *(1) little or no parent interaction due to own work schedule*

•...being a parent and coming from a large family where there's a lot of kids, I know, because I work too. But if I need to meet with my teacher, my child's teacher, I have to do it at nighttime or early in the morning. So parents sometimes they get on my nerves (Laughter). Many of these kids go home and no one interacts with them. [Mona/MI]

### *(2) impoverished home situations which naturally touch school life*

•Starting out with TLC so many of them don't get any, between the kids being in shelters, this other little one, was taken from her mother. That's a bad home situation. These are the kids happiest hours in here. So I make learning fun. Anything that's making learning fun, that what's it's all about for me. [Tracy/EI]

### *(3) diminished sense of professionalism*

•If you're going to make a decision or something that affects children or teachers and you gotta make a certain rule, then you should know what you're talking about. You know you shouldn't get the ice cream man in here making a decision, an educational decision. Often times, that's what happens... a parent can come in and have more leverage [than me] I mean, there are parents, who could walk in and say things and be gone and you know, these same parents never follow up, or do anything they are supposed to do to help the child. [Mary/EI]





*Profession-related supports revolved around ways teacher learning had been cultivated, sustained and enriched over the years:*

*(1) positive impact of early mentors and “real world” experiences*

- I remember Jenny Dunn. Jenny Dunn 1st grade teacher-I learned so much with her. A tremendous lady - she was a nun, what I learned was some of the reading things. And I learned how to manage a classroom... she used to give me groups, small groups to teach them, you know, how to read. Teach them the techniques, what to use, what to do. Do this, give them that. Over here we do it by syllables, over here we do it by sound, things like that, you know. And how to deal with the parents when the parents come... [Fanny/EI]

- Well they were like out of all the classes that I took, I can say like two or three only taught me how to do certain things regarding strategies I use. I can say that by being a paraprofessional and looking at the people that I used to work with and observing and doing it, practice was what made me a good teacher of how to teach reading and writing. ...experience and my years as a para professional. [Mona/EI]

- I got a lot of input from a teacher that I shared a room with. She was an experienced teacher - Ellen Lowen - she was very helpful and being in with her, watching her... She taught me an awful lot, strategies to use, I think. We didn't get any methods courses. I think the hands on training is more, being in the field, being with an experienced teacher was really helpful to me. Um, watching her do thing, just her way with the students was really very eye opening. She had a nice way with children. She challenged them, but she never put them down. [Tina/EI]

- , when I first had to teach a reading course, I felt overwhelmed, because I had all these theories, up here in my mind, but I really had no idea how to put it into practical use. And if um, the thing that helped me was going and asking people whom had already been doing the job. [Tina/EI]

- The wonderful thing about Antioch, was that everyone in the class were professionals, already working in their own field. We were all adults, we were all old people in school. (laughter). So, we got the benefit of the textbook knowledge and we would discuss things in that manner, but we also got first hand experience of not only the instructor but those other people working in their field. [Mary/EI]

- I think a university professor was one who influenced me most, I did research for him. He really got me started thinking in terms of what if there were a barrier of some sort of learning, be it language, be it just cultural and opening my eyes to the fact that even within the United States, from north to south, there are cultural differences. From east to west and so on. Within even the same city. How to make my teaching more individualized and I think about how he responded to children. The way he'd work one on one with children, and just watching his style. I think I absorbed that and that has made an impact to me... I felt my whole attitude change to where I felt that it was OK. I don't have to teach in the middle, I can teach to that individual child as well as group lessons. It has also made me come away more from perhaps being behind the desk to coming in front of the desk and being right there, face to face with the children and that was his style, I think that influenced me. [Ora, EI]





## *(2) teacher-centered professional development opportunities*

- In terms of what setting is best for me, I need to be in a setting where I can learn, where I'm expected to learn, where I know I can, that has to do with respect. It has to do with giving the information that I'm looking for that's necessary and not somebody spinning off just at the top of their head or showing how smart they are, but I want that information to be relevant, it must be relevant. And then in a situation where I'm respected as a learner, and where there can be an exchange of dialogue, and I will be able to find in my area of learning that there are things... that need to be clarified or if I need to ask questions about it or I need to repeat so that it can be affirmed that this is what it is because that's how sometimes I learn as well. [Mary/EI]
- In the study group our opinion counts and a lot of different types of professional development you just sit there and listen to it. This time, it [was] hands on and you had to do things. [Kate/XI]
- Special thanks to Marie Clay, Irene Fountas, Gay Su Pinnell and others who were able to write it down. [Kate/XI]
- ...The workshops that we have taken for certification. [Fanny/XI]

## *(3) teacher recognition as a sustaining influence*

- I think I was very fortunate, because for as many of those negative people that I encountered there was always someone who believed in me. And who saw positive and so in the face of the negative, they were saying positive things. And there were people like that all along the way. [Mary/EI]
- For me it was also helpful to go to the Saturday sessions, you know, and be involved in a larger group of veteran teachers because I found a lot of people who came there had been teaching for many years, you know, and it really confirmed to me that despite what sometimes we hear, you know, it's either communicated one way or the other between things not said, I saw a lot of highly experienced people who are not jaded, they still want to bring fresh things to their children. [Ora/XI]

## *(4) systemic factors that support enrichment of one's teaching*

- In kindergarten S. could barely write, his spacing was terrible, everything. If you have smaller classes, even in kindergarten, they can give them more attention. That's all you need in kindergarten, a couple of very disruptive children and it's very hard to teach...[Leah/EI]
- Having had that 5th grade experience and it comes to 1st grade I'm saying I feel like a counselor to know, this is how the children learn to begin reading and if I give them varied literature to read and not just say things that I think only a 1st grader will be interested I think I've already given them one step up to the 2nd or 3rd grade. [Ora/EI]

*Profession-related challenges dealt with factors that negatively impacted teacher learning early in the career and over the years:*

### *(1) inadequate formal induction experiences as novice teachers*

- My student teachers have told me that they were not taught to teach reading in their colleges. Interestingly enough my colleagues and I were just discussing the very same thing a few years back. [Mary/EI]



- ...a lot of theory. One of the things that I'll always remember about [my university experience], a lot of theory, but not a lot of practice (laughter).[Mona/EI]
- To tell you the truth I was not prepared, they did not prepare me. I had to learn what I've learned based on my own reading of books. They didn't teach me anything about how to teach reading...[Fanny/EI]
- They didn't give us hands on training. I thought they were to idealistic, so when we really got into the work place, it was a whole new ball game. Things would be wonderful if you could do what they said, but its just didn't work out that way. [Tina/EI]
- ... I mean,you can read all you want, but until you see it done effectively, I think you really don't make the connections that you should. Just like in college, you learn the philosophy of this, the theory of this, but until you're in a classroom,it doesn't make any sense at all. I mean, it's just words. [Tina/EI]
- Now I have a student teacher, I have had student teachers all along, and even my present student teacher says, "they don't really teach you how to teach reading" (laughter). She says you learn a lot about theory and ,you know, maybe philosophy, but they don't really teach you how to teach reading.[Leah/EI]

## *(2) insufficient or inappropriate kinds of recognition and respect*

- I mean, being a veteran teacher doesn't mean that, well, as I said before, quote me, put out to pasture, because they have a lot of good ideas to share with people. Most veteran teachers mentored new teachers long before the mentoring program, and did it willingly with, you know, open arms. You know, try to help a new teacher out, and I don't think the veteran teachers should get the bad rap that they get. [Tina/XI]
- I'd like to see teachers be able to, to communicate and work together with both parents and administrators to be heard to make their voice heard and to show the importance to education for each child. It becomes an issue at election time and often times, what's being said is just so annoying. You know, people say what they think will get them elected -" I think we ought to hold those teachers accountable" - you know, but let's get together and work on the kinds of issues that really make a difference in education for our children. And it's not about pointing fingers; and let our focus be the child, not our political aspirations or our own self-importance...[Mary/XI]
- I still really want books for going to professional development. Now they give me a PDPs... I'd rather have the books. [Leah/XI]

## *(3) questionable levels of professionalism within the ranks*

- There still needs to be an education of what ESL, especially the way ESL is being done presently for other teachers. You know, so for me, I feel like there's a lack of respect for my field. It even sometimes gets to the point where it's even a lack of respect of me-the person. [Ora/MI]

## *(4) pervasive time constraints in and outside classroom*

- ...So, that connection is gone. I can't go up the North Shore, I just don't have the time. Plus you don't know those people up there. It's a different ball game. We used to have a lot in Boston now we don't. The Mass Reading Association now they gotta up on the North Shore, so that's been a pain so I



just haven't made it... I liked it before when they had it at Braintree-more centrally. I mean, if they want to do more with the reading associations, they should come back by Braintree . Because you've got the Lantana's, you've got the facilities there. [Tracy/MI]

- But that's the only thing about after school workshops that when I get there, I love it. I really do, but it's like getting there and saying, Okay, I should have, no, I should be on the treadmill...[Kate/XI].

- ..how much time the teacher has. Because even our P&Ds that we finally got, we've lost them. We have to do other things, and we're constantly being given other things...and we don't have a choice sometimes. And then after school and before school it's just so much there because if you're the person who has to go out and get the professional development that's the only time that's provided for you...[Mary/MI]

- I find a lack of time doing all the assessments. I always come to school at a little after 7:00 in the morning to try to line up stuff. Then, you know, I stay after school...[Mona/MI]

- I always leave a few minutes earlier to allow for getting in line and exiting. I feel time constraints, more so now than ever. Before I always felt I had a lot of time. [Leah/MI]

- ... And I'll tell you, when I first started this program, I thought "How am I gonna make this work ?" And I'm thinking if you had thirty-six children, I don't know how this program would work. I'd need four listening centers...[Leah/EI]

### *Personally-related supports*

- I have a Reading Certificate, as I have always been very interested in reading. My mom was my first reading teacher, she read to us and my father long before. They were immigrants from Italy and they were interested in education. [Leah/EI]

- I am here because, I couldn't make it without two people. I mean, there's a lot of things on the walls, my diploma is not there. Because when I received the diploma, I passed it on to my husband and my older sister. Because without them two, I would NEVER have made it. [Mona/EI]

- My mom, my family have always been very strong support and the church. That's always been a very important foundation. [Mary/EI]

### *Self-extending supports revolved around deeply held values about the process of teacher learning and their roles as craftspersons in that process as well as a striking allegiance to students:*

#### *(1) fundamental view of oneself as a learner*

- Professional development is a very selfish thing in that, you are doing it to keep your mind stimulated to keep learning, an ongoing process for you and to give you fresh materials to bring back to your children. I was a believer in professional development before it was forced upon us. [Ora/XI]

- I think I'm going to learn that other teachers are good resources. How am I going to find out about new things if I don't talk to people. I want the opportunity to learn because it is a process of aging that's continual and your mind is open to new ideas, there's an outside world...[Kate/EI]







- I'm starving for positive company. You know what I'm saying - people who are seeking the same things. Who are taking extra time because they, like me, want to learn. I want to learn how to do what I'm doing and do it well. [Ora/EI]
- You know, I don't feel that I have changed. Once I know, I feel the power of it, I have not changed. But I questioned myself. You know, I'm constantly questioning myself. [Ora/EI]
- I'll tell you, when we first started this [new literacy] program, I like to try new things, so I think when you begin like that, as opposed to people saying, "Well, teachers who are older didn't like it" well, that wasn't the truth. [Leah/EI]
- ... we are all veteran teachers, we do learn from each other, that is why we were saying we need to talk more to one another. In a sense you have tremendous knowledge here from all the teaching. And I feel good because by seeing them, I feel we are at the same level when it comes to running records...it is incredible that we have been teaching for so long and we just became so aware now. [Fanny/MI]

## *(2) well developed understandings about teaching as a profession*

- I try not to get too aggressive about it, but you know trying to maybe standardize is not really the word I am looking for... but you try to even if you say standardize, you try to say it when people come and ask you why did you do this, or how did you come about it, you try to stay grounded in research based practice. You try to make your materials and ideas available to people. [Ora/XI]
- The more I think about it, the more determined I am to make sure any time I come in contact with someone that I have to teach something that I do it in the most pleasant and exciting manner so that they're not turned off by the process of learning. So, some of the adult learners, some of the adult non-learners that we see, are a result of being children who were turned off on learning and reading and inquiry based type of things a long time ago. [Ora/XI]
- I want to learn more about the theory because I attend meetings, I mean I want to have information... You have to know how to take running records, yes, I've taken this, I'm doing this. I want to be a good teacher or become a better teacher; bottom-line I have to, I want to become a better teacher. How to help my students and I think this can help because I mean, there are people who are in the same boat that I am. [Mona/EI]
- ...Okay, I'm in, I want to learn more, for the benefit of the school and for my own information so I can talk about it - running records, I mean I don't know anything about running records. [Mona/EI]
- I can take a running record, and I can look at it, and I've gained certain information, but I still feel that there's more I can learn. I still feel that I want it to be more automatic. [Mary/XI]

## *(3) student success as a support for personal efficacy*

- Well, the expression, what is it? You can't teach an old dog new tricks and things like that. Well, I might be an old dog. But I will try to learn a new trick if I think it's going to help my kids. And that's the driving force. [Mary/EI]
- My reward would be these kids if something happens for them. They would be enjoying and they would be learning, and they would be reading and writing. [Mona/EI]
- ...Well certainly your long term goals make a difference... But most immediate is your ongoing assessment of what's happening with the child, how they're taking in the information, how they're learning, what needs to happen to



help me to be more effective so they can gain that information or utilize that information. [Mary/EI]

### *Summative Discussion of Findings: Smooth Sailing and Rough Seas*

I launched this research as a means to take a learning voyage in which I was the traveling companion of eight veteran literacy educators. I sought to hear their voices, and how they articulated the degree to which “seas were smooth or rough” on this and past professional journeys. I, thus, begin this section by summarizing factors which appear to promote “smooth sailing”. That is, the following factors, according to these veterans, have facilitated their continual growth and renewal in the area of professional development. Factors leading to “rough seas” are issues described by veterans which constitute impediments to their continual growth and renewal.

#### Factors Which Promote “Smooth Sailing” for These Veterans

##### 1. Feeders for a Self-Improving System in Learning

Nearly ninety percent (7/8) of these veterans alluded to thinking or activities that were self-initiated during previous times in their career or while participating in this study. It seems as though with appropriate conditions, there emerges an introspective ability for instructional troubleshooting and goal-setting. There were 44 specific self-generated critical reflections by 7/8 of these teachers. They generally spoke of past performance as literacy teachers, and their present grasp of knowledge in the field of literacy. Additionally, when queried about next steps to this experience, they all (8/8) spontaneously offered personal goals and ways to enrich the next study group. Some ideas included: reaching out to other grade levels, enlarging the group, having co-facilitators and bringing more student work samples. It's almost as if learning begets learning, and the system powers itself for these veterans. Clay's (1991) description of a “self-improving system” aptly illustrates these veterans' internalized drive to learn.

This self-extending system was energized by teacher's work with students. In 50 references, teachers specifically mentioned students when asked to describe their thinking in regards to what helped them to change literacy practice or philosophy. At least three practitioners spoke about being revitalized mainly by students when they were feeling unappreciated or simply tired. In 7/8 cases, students' needs provided an impetus for





change and continued professional growth.

Events and people within the school served to additionally empower the self-extending system of these teachers. Every teacher (8/8) made reference to some element of support emanating from the school site. Mentioned twenty-six times by all teachers (8/8), they cited visits from the principal, participation by the administrator with teachers in professional development, designated lead teachers available for classroom consultation, school-wide literacy models that provided readily available classroom materials, and on site professional development in teams and grade level work.

A final observation in regards to the self-extending system involves the impact on veterans of simply being in the presence of other “learning” veterans. Ninety percent (7/8) of the teachers made at least 20 references to “being in the same boat” and learning from each other. These comments reflect the sense of buoyancy provided by the mere company of like-minded professionals who were free to ask “Why didn’t I know that after 30 years?”

## 2. The Study Group As An Avenue of Professional Development

A second major factor which veterans spoke about in terms of facilitation of learning was the structure of this professional development experience. That is, they talked a great deal about the conditions under which they learned. There were 31 references to the study group structure where teachers were asked about the fit between the study group model and their needs as a learner. Comments included “sharing ideas”, “time to practice”, “honest interaction, okay not to know”, “ongoing learning”, “time to talk” and time to practice.

The teachers also valued content learning but all spoke of ideas gleaned in terms of relevance to classroom practice. All teachers (8/8) made over 100 references to thinking about links between assessment and instructional practice. Seventy-five percent (6/8) of the teachers mentioned the importance of “getting feedback” regarding practices within the study group. Ninety percent (7/8) spoke about how their daily practice had been “expanded” or “confirmed”. It appears that despite many years of experience, these teachers valued coaching if provided by a trusted colleague.

An interesting development was the building of capacity. That is, it appears that certain conditions of the learning led to increased skill and understanding which led to a sense of empowerment in several teachers. In 5/8 or sixty percent of the cases, participants either became more





vocal at their school site or were making concrete plans to lead the modification of school based assessment practices. In one specific case, Fanny, a fairly reticent participant, had spoken to the literacy coach in her building; together they were making plans to retrain all literacy tutors using an observational technique she had learned in the study group.

### 3. The Profession of Education

The area of profession-related issues was secondary to school related issues in terms of supports primarily alluded to in teacher interviews and journal entries. Within the arena of profession related supports, these teachers mainly talked about how they had been groomed by experienced teachers as they entered the profession. Three had come into teaching after serving as paraprofessionals; one of these teachers, Mona, commented that experience “made [her] a good teacher” .

In terms of preparation for literacy teaching, all teachers (8/8) made the case for experience being the best teacher. Fifty-percent of these teachers were able to recall the names of experienced mentors who had nurtured them in their early years in the profession. Two teachers, who regularly mentor student teachers, recounted how even now preparation for teaching reading includes lots of theory and limited opportunity to practice or implement those theories. Other elements that these teachers viewed as being supportive by the profession were constructivist-oriented professional development sessions where “her opinion counted” and availability of professional books by educational researchers like “Marie Clay or Irene Fountas” who were able to “write it down”.

A final interesting facilitator of change, cited by Ora, included her experiences at different grade levels. Having served at one level appears to have expanded her understandings and kept her more current about literacy teaching . Although not fully addressed in the context of this study, there appears to be a relationship between level of career satisfaction and “role shifts” during the course of one’s career (Hargreaves and Fullan, 1992).

### 4. The Contextual Fabric

Teachers’ professional development was promoted when there was collaboration between various constituencies. In some cases, there was scaffold by a specific constituency and teachers benefited. Thus, when teachers spoke of supports in the school setting, often that assistance was



sponsored by the system. For example, school-wide literacy models, which funded in-school coaches and training as well as materials, are system-driven initiatives. In another type of collaboration, district based or centrally based personnel provided direct service in schools in a professional development seminar or program, i.e. Reading Recovery. An interesting observation is that specific people were more readily mentioned than programs, projects or departments.

Teachers cited administrative involvement regarding school-wide and classroom-related matters as vital. They welcomed, for example, classroom visits in which the principal observed and interacted with children. They viewed a principal's involvement in professional development experiences as having a dual purpose. They believed it helped the administrator to become more knowledgeable about teachers' daily classroom practice; it also sent a message to all teachers about the efficacy of continued learning. It seems that support by the administrator did not propel as much as it affirmed them as teachers and learners. These veterans desired and needed affirmation from their supervisors. To use the sea journey metaphor, administrator involvement served to encourage a positive disposition for learning by "all crew on the ship".

Another collaboration, which helped teachers, was that of support gathered from outside agencies by the school system. They found grants helpful in allowing them to study student work samples as teams with outside experts. University personnel serving as consultants in specific curriculum areas at the school site were also seen as invaluable. One insight to be gleaned here is the fact that all assistance mentioned as helpful was provided at the school site except for one case.

Teachers also spoke about positive ways in which school-wide issues impacted their work at the classroom level. They cited cross grade level teams as useful in keeping them apprised of teacher expectations before and after the year they taught a child. Sharing resources was mentioned several times as another way to support their classroom practice. Half of the teachers (4/8) proposed this idea as a major activity when asked about a sequel to this study group project. Finally, provision of adequate and accessible materials was cited by sixty percent (6/8) of the teachers as important to their continued professional development. Respondents viewed materials as necessary in facilitating experimentation as they learned and implemented new instructional strategies.





## Factors Which Lead to “Rough Seas” for These Veterans

### 1. Strained Collegial Relationships

These veterans’ descriptions of the impact of school setting provide a paradoxical view. On the one hand, as described in the previous section, school culture has a powerfully facilitative impact on their learning. Simultaneously, issues dealing with work at the classroom and school-wide level were cited as most challenging. Nearly ninety percent (7/8) of these teachers made fifty-two references to challenges at the classroom or school-wide level.

Collegial relationships within the school were especially challenging for most of these veterans. Two teachers spoke of a feeling of intimidation and remaining silent in meetings rather than sharing newly learned ideas because colleagues “are resistant to these ideas”. Discouraged, Tracy reflects, *“I just get sick of hearing this is the way I’ve always done this...”* Ora experienced the same feeling but remained quiet believing that colleagues *“tend to perceive you as a competitor when you are working shoulder to shoulder...”* Half of the teachers described feelings of alienation and insecurity because they valued new learning, yet were surrounded by peers who sought to squelch the sharing of new insights or understanding in a public forum.

*What I am trying to say is that when I went back and looked at some things I’ve done in reading and what I brought to my practice, I felt sort of like a Lone Ranger because I wasn’t aware of other people teaching it that way. I kept starting to question myself...[Ora/EI]*

In one instance, Kate was queried by colleagues as to her reasons for participating in this project, which involved so much work and time. Another teacher, Mona, attempted to provide rationale to colleagues in an attempt to demonstrate her loyalty:

*I try to talk to them and convince them that this needs to be done. Like it or not, it’s something we have to do... and the whole thing is part of the policy next year so we have to do it, like it or not. And it’s not something personal. I’m there because I was the one who went and took the training. But, I am in the same boat – not to see me as the person against that (i.e. the enemy).*

Without exception, all teachers who experienced challenges in the school setting placed responsibility for dealing with such challenges squarely on the shoulders of the school administrator. None felt that they alone could make a difference. They viewed demonstrative intolerance - by the principal - as a primary step in eliminating indifference and withdrawal. Ora pointed out that an administrator did not aggressively “encourage” the pursuit of learning and collegial sharing. Tracy, in a





similar vein, commented on lack of knowledge by an administrator, who was leading in ignorance,

"Some administrators want to do the whole ball game, you have to do it my way. A deadline, do this, do that and they really don't understand what they're doing."

## 2. Systemic Mismatches

System related issues constituted major inhibitors to continued growth of veterans. Although these factors did not cause them to "stall" on their learning journey, the issues impacted enthusiasm sometimes dampening their spirit to learn, and thus slowing down growth. I see them as temporary squalls on this sea journey. Thirty-two references to challenges at the central administrative level were cited by ninety percent (7/8) of the teachers. A major portion of the challenges was tied to issues of collaboration and negotiation.

For example, several teachers saw the need for a greater balance between system mandates and teacher input. Choice of reading curriculum materials, policies regarding special education and extent of parent's power were three areas these teachers named as requiring less mandating and more negotiating. According to these veterans, their informed rationale was often ignored to the detriment of students' best interests. In one case, a teacher felt system goals were taking priority to the needs of children. She stated "I want the child's best versus fast pace and pumping out products..." Two teachers described how they flexibly integrate system mandates. By implementing what resonates with their belief systems and superficially doing all else, mandates become more palatable.

A second challenge mentioned by teachers represents the flip side of the previously described point. Although they believed system-wide mandates required teacher input, concurrently, they contended that all teachers needed a common core of knowledge regarding literacy instruction. Two teachers, spoke specifically about the need for teachers to be on the "same page" and the importance of some system mandated professional development for all teachers, i.e., running records. Ora and Tina each called for this spirit of collaboration for the sake of students, reflected in the following comments:

*Maybe somewhere along the line, there would be a meeting of the minds and even a quality... I worry about kids getting inconsistent teaching.*

*I feel district-wide professional development should be done on running records and the DRA... I feel the Superintendent should make it clear that change is what is needed to reach some of our children...*



In considering these two system-related perspectives, it seems as though they are mutually exclusive. However, I believe these veterans desire to be valued as knowledgeable, competent decision makers who are attuned to what's best for students and to what works for them as experienced, committed professionals. They simply desire more inclusive decision making policies.

### 3. Inveterate Professional Monsters

Drawing from the metaphor of a sea journey in regards to learning, there appear to be some "professional monsters of the deep". That is, these challenges are ensconced and long standing in the profession, and constitute perennial major hindrances for educators as professionals. For each of these eight educators, at least one of these monsters lurks nearby always threatening professional growth.

These teachers viewed preservice and early preparatory years as sorely lacking in regards to the teaching of reading. When queried about undergraduate experiences and preparedness to teach reading, fifty percent of the responses (9/19) cited inadequate training. There were sufficient amounts of theory learned, but little opportunity to implement and practice what they were learning.

Related to this particular challenge is the issue of how these teachers were prepared or socialized into the profession. For 7/8 teachers, the view that teachers were all knowing didactic sages was promulgated during preservice experiences. Thus, they entered teaching with limited views of the teaching role and of themselves as learners. Reflection, inquiry, exploring research, questioning policies, and teacher advocacy were not valued practices. It is interesting to note that the one teacher who underwent a less traditional undergraduate program (at a private institution) provided the only response related to the need for teachers to become more publicly involved as teacher advocates in the political arena. These preservice behaviorist type experiences led to a propensity towards complacency as learners for the profession generally (Evans, 1989). This particular "monster" reared its head in certain comments by some of the teachers. Ora complained that -as a profession- teachers were largely ignorant of research-based findings about second language learners. She spoke about her frustration related to teachers who lacked "respect" for the ESL professional, which tended to accompany lack of knowledge about this issue. Less than adequate understandings, I believe, led Kate to comment that an ESL student's problems in school were directly related to lack of English spoken after school when "he is with the grandparent and they only speak Indian or whatever you call the





language". Despite the high percentage of teachers (7/8) who voiced and demonstrated belief in the notion of reflective practice, there remains work to be done (even among the "converted") regarding key understandings about certain issues in the field of literacy. I attribute this need, in part, to the "monster" of socialization and to the lack of our vigilance, professionally as teacher-learners. It also touches upon issues associated with changing demographics in schools; student populations are becoming more diverse as teachers become more homogeneous and mainstream.

Class size was mentioned as the second biggest "monster" (after time-related factors) impeding teacher effectiveness as the classroom level. All teachers (8/8) strongly believed in the merits of assessment - guided instruction, but with twenty-five students Tracy wondered, "when are we going to teach?" Fanny candidly reflected about missed opportunities to finetune practice:

*...we don't adjust, we assess but we never, never adjust. Maybe (it's) because we have too many children in the classroom.*

Class size was also referred to as a challenge at the school-wide level. A teacher described her focal student as "needing more attention in kindergarten" but not receiving it due to large numbers, which led to increased problems for her when the child entered her first grade classroom. Class size was indirectly alluded to as a profession-related issue. Fifty percent spoke about juxtaposing instruction to meet individual needs of 25 students with accomplishment of system-wide goals or standards in the classroom. They seemed to serve as spokespersons for colleagues when queried about what had been helpful or problematic in facilitating changed practice over the years. Mary commented on the system mandate to assess each child, and the need for substitutes...

*we have to have subs because We couldn't physically sit with one child and be expected to maintain twenty-four other children...*

The biggest "monster" plaguing educators as professionals is time. Lack of time was mentioned by teachers as a critical problem in all arenas - classroom, school, system and profession. In several instances, time and inordinate class size were interwoven as major hindrances to effectiveness. Individually administered assessments led to increased small group work, which required additional time. There were twenty-five references to time-related issues at the classroom level when teachers responded to questions about inhibitors of change. Ninety percent of the teachers (7/8) acknowledged merits of the running record, but 50% (4/8) mentioned it as time-consuming. Despite preparation periods-devised for





purposes of reflection and planning -teachers voiced concerns about constant intrusions on that time.

At the school-wide level, teachers described being on “overload”. Mary celebrated having fought all of the “demands on her time” to participate in this research project. Issues of collegiality were impacted as teachers described peers who were “running so much” and “on a roll” leaving little time to collaborate and mentor one another. In one case, Ora described a grade level meeting in which colleagues squabbled about engaging in an entire versus partial administration of a particular assessment due to constraints of instructional time. In another example, Tina described a team meeting—set aside for looking at student work—where teachers spent less than appropriate amounts of time reflecting about the students’ work, anxiously and quickly moving to instructional strategies due to an insufficient allotment of time to reflect. This same teacher pointed out the lack of time provided for induction of new teachers in regard to literacy curriculum at the building or system level. Allusions to the critical influence of parental involvement were made by ninety percent (7/8) of the teachers. Half of these responses centered around how decreased time with children by parents tended to curb instructional impact. Much like the challenge of systemic mismatches, lack of parental involvement appears to retard rather than remove the inclination to grow and change by these teachers(another sea squall!)

At the profession-wide level, Tracy spoke about decreased involvement in professional associations due to the time factors. She advocated reestablishing networks more locally due to issues of travel time at the end of a school day. Mary also indirectly referred to time as an element in setting up communities of learning with the public at large, including politicians. She felt that such work together only “becomes an issue at election time”. She believed discussions needed to be ongoing and more constructive; finding time is a major roadblock. A final problem vis-à-vis time and the profession involves when educators find time to learn in more structured settings. These teachers viewed involvement in professional development efforts after school as extremely arduous. Given the overwhelmingly positive feedback about this project, constraints on time constituted the major area of negative feedback regarding participation. All teachers (8/8) made 18 references to some level of angst on the topic of time and the project. Mary, Mona, Leah and Tracy mentioned the running record as “time consuming” (albeit meritorious); Leah, Mary and Ora teachers referred to feelings of guilt about limited amounts of time to productively carry out research project assignments; Tracy believed she had no right to infringe upon the time of



a skilled but busy mentor in her building who could have helped with the running record; Kate reported her struggle in balancing after school interests, i.e., working out on the treadmill and coming to the study group; Ora and Tracy were continually apologizing for late arrival; Tina was actually scolded by an administrator for attempting to leave early to attend the monthly study group. Based on the fact that these teachers opted to join this project and stayed the 8-month course (which included two Saturdays), we can conclude that they valued reflection, desired growth and renewal as veteran practitioners. However, it is just as striking to note their struggle with the major challenge of finding time for professional development amid all the after school events of their lives – both personal and professional.

## IMPLICATIONS FOR PROFESSIONAL DEVELOPMENT

*Every individual becomes educated only as he has an opportunity to contribute something from his own experience, no matter how meager or slender...; and finally that enlightenment comes from give and take, from the exchange of experience and ideas.*

(John Dewey, *Democracy and Educating*, 1916)

As one who works in the area of professional development, I believe developmental theories present concepts which serve to heighten my awareness of teachers' motivations, experiences and overall engagement with ideas as they relate to change. In designing and conducting staff training, such understandings assist in the provision of a theoretical base for my work; insights have led to more profound self-knowledge on my part as well as more keen realization of teachers' experiences and ideas. The implications I present provide a fresh view of old understandings including foundational ideas about the human side of professional development as it relates to reform. Additionally, it is important to note that the first implication, a developmental perspective in regards to professional development, constitutes the overarching implication encompassing the other three. In this introductory section, after laying extensive groundwork about the developmental perspective, I include thoughts about the human dimension of change with particular regard to the veteran educator. This is followed by description of Steffy's Life Cycle of the Career Teacher Model, an intriguing framework for implementing the perspective I propose. I then delineate the remaining three implications supported by research findings, and punctuated with personal insights.





## Development of The Veteran Teacher: Person, Practice or Both ?

Serving as a teacher educator requires that I advocate for appropriate ways of supporting teachers' growth. In this advocacy role, I've selected a road less traveled (historically) in professional development and one that has been largely overlooked by staff developers (Hargreaves and Fullan, 1992). It is my contention that a developmental spectrum exists among experienced practitioners which necessitates specific kinds of supports. With these more teacher-centered professional development interventions - self-generated or context-supported - renewal is continuously stimulated resulting in professional growth throughout the teacher's entire teaching career. Since development plays a vital role, it is important to consider at this point in our discussion: development is centered on the teacher as a person, and on the captive audience of her internal "eye" at professional junctures in her career. Is that audience her students, her colleagues, her profession, her survival, her self-discovery? I contend that the audience or object of the teacher's attention, determines the productivity of a professional development effort. That is, an experienced teacher's inner eye provides the impetus for discovery and engagement in terms of professional development. Proust captures this sentiment:

*The beauty of discovery lies not in viewing new landscapes but in having new eyes.*

Similarly, Goodson (1992, p. 112) captures my thinking in equally striking metaphoric terms as he describes the unfolding insights of a folk song collector:

*The opinion grew in me that it was in the singer that the song becomes relevant. Analyzing it in terms of motif, or rhyming structure, or minute variation becomes, in my view, sterile if the one who carries the particular song is forgotten. We have all met the scholar who can talk for hours in a very learned fashion about folk songs and folklore in general, without once mentioning the singer. Bad enough to forget the social context, but to ignore the individual context castrates the song. As I got to know the singers, so I got to know and understand their songs more fully.*

Steffy describes the work of Carl Rogers (1961, p. 32) when as a beginning psychologist he asked, "How can I treat, or care, or change this person?" Later, his question emanated from a more mature stance: "How can I provide a relationship which this person may use for his own personal growth ?" Similarly, professional development is not something





done to teachers to fix them. I believe effective professional development is developmental and aligned with the needs of the experienced teacher. Marczely (1996, p. 8, as cited in Steffy, 2000) notes:

*Teachers differ not only in professional goals they set for themselves, but also in their learning modes, stages of development, philosophies and abilities.*

Goodson describes this inner developmental process as a “way of art.” In his view, teacher development can involve the invisible manner in which we arrive at more enhanced understandings; these ways “entail looking at teaching differently, seeing it in a new light, coming to appreciate its complexity more than we have done as yet” (p. 67). This development may not be perceived by others. According to Goodson, our teaching may initially appear worse. Surprisingly, a teacher may not feel satisfied, but confused and anxious. Goodson believes, “sadness and wisdom” are not incompatible. He goes on to say:

*...once we have mastered the most rudimentary pedagogical skills, the indispensable skills that keep us from being booed or jeered by our students or run out of town by the local school superintendent or college dean, the really important changes that we undergo are those which emanate from [private] transformations of our vision.*

In reflecting on Goodson’s sadder but wiser teacher, I too remember myself as a Reading Recovery teacher filled with regrets about past inappropriate teaching practices, yet elated about new discoveries borne out of enriched understandings regarding my role as a facilitator of learning. I am reminded of the voices of study group participants like Ora who regrets scolding her focal student for misbehavior when, in fact, it was lack of challenge provided on her part; or Tracy who moaned about “missing the mark” by providing children with instructional texts that were much too easy because she had not utilized the running record to assess prior to instruction. I, along with these teachers, have “developed”, no one captured the actual moment of transformation because its genesis was internal and developmental. Another perspective of teacher development by researchers relates to the remarkable amount of connections teachers make to their personal lives when talking about their policy and teaching practice. Thus, listening to teachers should emphasize the importance of autobiographical data, i.e. development. (Hargreaves and Fullan, 1992).

Development can be viewed in two ways (Raymond, et al., 1992). A “descriptive” approach explores the actual development of teachers through the “current social conditions of their lives, careers and



experiences of existing educational cultures and contexts” (p. 143). An “intentional” approach describes teacher development as something, which requires facilitation; this is the traditional view of development as mere professional development. My purpose in elucidating implications is to propose an integration of these two approaches. It is my attempt to mold “event theory” (speculation about how inner development occurs) with “praxiological” theory (speculation as to the best means/conditions (outer work to reach appropriate ends). My propositions emanate from listening to the voices of the study group members as well as reflecting on research in teacher development. They are not meant to be prescriptive, but to serve as a paradigm which identifies some conditions, actions and contexts that can be formulated and shaped by experienced teachers with teacher educators to facilitate more productive professional development efforts. It is a “humanistic” stance (Hargreaves and Fullan, 1992). That is, the ideas present a perspective on teacher development which places traditional views of professional development alongside consideration of a teacher’s self, life, career and school context. These implications loudly proclaim the merits of professional development when it is recognized as a “process of self-understanding grounded in the teacher’s life and work” (p. 12).

Before continuing to build my case regarding the benefits of a developmental approach, it’s vital that I briefly address some of the major criticisms. First of all, such an approach may end up with self-indulgent (albeit motivated) teachers rendering this model difficult to replicate. Relational aspects must be maintained that focus on the teacher’s own sense of efficacy in bearing the greater part of responsibility for continued growth as a professional. For example, in my study, one participant proposed implementing a program to build observation skills (as had been done in the study group) back at her school site. While I was elated about her newly developed value about the benefits of observation, I resisted the urge to assist her in that implementation. I suggested she work with a lead teacher in her building offering to consult only if needed. Holmes highlights my sensitivity as he states “...there is a critical difference between developing and being developed ” (Holmes, 1989, as cited in Hargreaves and Fullan, 1992).

Another criticism is the costly and time-consuming nature of professional development initiatives focused on humanistic aspects (Hargreaves and Fullan, 1992). While the study group model, for example, proved successful, it is not the sole method that should be implemented on a system-wide basis. It is an approach that engaged these teachers (seven out of eight), but is not one that would necessarily work





for all teachers.

Finally, I would never presume that change happens solely through teacher development. While I contend there is major personal responsibility for student learning outcomes, it is a fact that the context in which a teacher works inhibits or enhances development in definitive ways. This was unequivocally confirmed by this study and in all literature I reviewed. The role of social context will be discussed in later implications.

My argument for the importance of pursuing and aligning understandings about adult development with my practice as a teacher educator are based on the following notions (Oja, 1990):

1. Developing understandings about theories of adult learning enables me to more sharply perceive individual needs of various adults with whom I work. It provides me with a flexibility of thinking and short-circuits a “broad brush” mindset on my part.
2. Knowledge of these theories continually leads me to profound insights about my own development in a formal way. The opportunity to juxtapose the research against my actual life experiences has led to self-insight and ability to relate to other highly experienced teachers. This lends credibility to my role as a mentor.
3. Knowing the theories has not only increased my sensitivity to professional development needs but ability to apply theoretical understandings to support adults in a variety of settings. For example, I work with Ora and draw ideas from Steffy’s career stage model. Ora is in need of a forum to “share expanded understandings” with colleagues as she moves from the professional to expert career stage. Drawing from this same model I view Kate as at the earlier stages of the professional level, still tentative in her efforts to meet needs of her most challenging students. For another teacher, Leah, I look to Huberman’s (1992, p. 126) research and the issue of conservatism where there is “increased prudence, greater resistance to innovation, greater nostalgia for the past and more concern with holding on to what one has.” In yet another example of theory informing my practice, I am keenly aware of the key role administrators play in facilitating growth opportunities for the experienced teacher.





4. Applying these theories provides a critical eye as I design more appropriate professional development interventions or consult with others to design activities.

In addition to informing my work as a teacher educator, understanding the nature of development as it interfaces with other key factors provides tremendous insights about a teacher's thinking and practice. One's background experiences are part of her self-hood. Issues related to class, gender and ethnicity as well as upbringing are ingredients teachers incorporate into their work. Leah talked about her parents who both were teachers and held her to high standards. Fanny remembers attending Catholic school in an impoverished area, and dreaming of being a teacher to help "poor kids". I witnessed the damaging effects of illiteracy in my immediate family, and vowed to empower children with literacy. Goodson states what I've always believed:

*...to the degree that we invest our self in our teaching, experience and background therefore shape our practice... Background is an important ingredient in the dynamic of practice (1992, p. 116).*

Another dimension of socialization confirmed in my study was preservice influences. Without exception, each teacher not only recounted how a favorite mentor had assisted, but first and last names were remembered! (Bear in mind, most of these relationships began nearly thirty years ago.) In at least two cases, collegial ties have continued through the years. These mentors influenced ideas about suitable pedagogy, and in one case caused a participant to reexamine her prejudicial thinking about children who were acquiring a second language. Subsequently, the teacher has become an advocate for such learners. Our own school experiences as students constitute another major dimension of socialization, which Schultz refers to as "a horizon of pre-acquaintanceship" (1967, p. 50, as cited in Hargreaves and Fullan, 1992). Teachers enter the profession with "the system of references involved" (p. 60) originating in our biographical stories prevailing life situations and critical incidents which all impact teacher styles and practices.

The role of teacher development in regards to change has also been documented. Wasley presents research by Popkewitz, Tabachnick and Wehlage (1982): the extent to which teachers embrace change depends a great deal on "*underlying assumptions about knowledge, their concepts of... working responsibilities and their personal ideologies.*" Wasley also affirms that, "unless these underlying assumptions are dealt with, no real reform takes place" (1991, p. 13). This finding supports the phenomenon



of learning shifts in my research study. Tremendous paradigm shifts took place in regards to newly discussed understandings and subsequent valuing of assessment guided instruction. Participants commented often about the comfort of questioning themselves and others in an environment of mutual respect and trust.

Despite the enthusiastic self-engaged work of teachers in my research, it was undeniably evident that their development was intricately interwoven with a myriad of factors within their social context. Among all these factors, success with students was a major catalyst for continued professional growth and development. Simultaneously, the school context was described by most participants as one plagued by indifference, competition and entrenchment. Ongoing teacher development was clearly being challenged in at least six of the schools. Lieberman and Miller (1999) caution us to maintain this as a primary goal, but not to the exclusion of “underlying processes which, support teacher growth and change...” (p. 60). Research participants’ responses highlight this concern. Collegial conflict constituted the most challenging context based issue. Although, this will be discussed at length in a later implication, its potential as a factor which makes or breaks development requires some limited discussion here.

*Thinking of professional development as a problem of enabling teachers’ learning and continued professional vitality focuses attention on the organizational conditions of individual development and the critical consequences of school level choices. Explanations of why - within the same district - some schools are “dead” and others are charged with energy and excitement lie in site level strategies to engage teachers in learning and development in the context of their particular classroom settings. These site level strategies are reinforced and enhanced by district-level or teacher-based policies that acknowledge the need for site or teacher specific professional development opportunities, convey high expectations and support for teachers’ professionalism and exploit the strengths of teachers’ networks and professional affiliations. These are factors that enable and sustain teachers’ professional growth and feelings of efficacy in the classroom.*

(McLaughlin, as cited by Lieberman & Miller, 1991, p. 79)

Lieberman and Miller describe work by McLaughlin and Talbert (1993) which provides interesting insights about the interplay of context (student success) and teacher development. They describe the disengagement of some teachers and a return to former inappropriate practices when students were unresponsive due to confused teachers attempting novel practices without adequate ongoing classroom support. They also describe the more efficacious teacher who had learned to work in concert with peers feeling enabled to try new things; such teachers do





not abandon new practices but are constantly torn between implementing more new ideas and investing less time in thinking about the quality of that implementation. In both cases, student success is the impetus for teacher learning, but contextual factors impede a healthy trajectory of development.

Context plays a key role in “determining who we become and how we function as persons and professionals. Social context is thus a powerful variable influencing teacher development...(Steffy, 2000, p. 19). According to constructivist theory, interactions between people and their environment play a predominant role in their learning. Because one’s context is fluid and always changing, the potential for growth or stagnation remains in flux throughout one’s career. While only two teachers in the study described their schools as providing supportive contexts, change in administration or collegial mix might pose a problematic contextual dynamic even for them; the ebb and flow of context is a teaching reality. A teacher’s sense of self-efficacy would need to be drawn upon. Here is an occasion, I believe, which demonstrates the benefits of self-knowledge and self-actualization. This was illustrated in the case of Ora, a research participant working in an entrenched school setting. Though discouraged by collegial indifference, she held frequent academic monologues where she questioned her own practices and described herself as the “lone ranger”. She has since moved from classroom teaching to a district level position.

Creating schools as communities of learning impacts teacher development. The role played by experienced teachers as they mentor novice teachers provides one manifestation of this idea. Four of the participants regularly mentored novice teachers. They celebrated their involvement with these teachers, and humbly attributed prowess of the novice’s development to their efforts. In some cases, the novice maintained contact for ongoing support and advice. In an earlier pilot study, I conducted research to examine the benefits of the “immersion” type preservice model where novice teachers “live” year long at a school engaging in course work on site rather than the university campus. Without exception, the experienced teachers involved in mentoring equated that work with the opportunity to learn and grow along with the novice. In yet another example, Steffy (2000) posits that the context of a school may wield a more powerful influence than individual orientation to ongoing development. In that case, an individual may seek another more suitable context if not supported. Other contextual factors impacting teacher growth and change over her career (Steffy 2000) include:





- Professional Community – research participants mentioned conferences and seminars as a source of learning. One teacher lamented the fact that MRA meetings were not held in more convenient locations at more convenient times.
- Policy Environment – although research participants agreed with the need for recertification, some expressed dissatisfaction with the process. For example, one teacher complained about lack of time provided to locate suitable supports. All teachers felt the pressure of heightened standards (locally and nationally) without the benefit of time to practice and hone instruction. Hargreaves (1994) describes this phenomenon as “intensification” or a situation which leads to lack of time to retool one’s skills and keep up with one’s field...creates chronic and persistent overload, foster[ing] dependency on externally produced materials and expertise” (p. 118). (Discussion of issues of intensification and time will be expanded in a concluding section).
- Societal Attitudes – although these teachers spoke minimally about parental and societal influences, parent involvement particularly was seen as vital. All of these teachers provided examples of how parental cooperation validated their efforts in facilitating focal student achievement. One teacher spoke of the need for community problem solving around hard issues rather than simply blaming teachers. Another teacher attributed a focal student’s lack of progress to parent apathy. Teachers generally agreed with Evans (1996) who calls this a “depletion of social capital” wherein children are spending less time with parents and other adults resulting in an “erosion of intergenerational exchanges on which maturity is successfully built (p. 87).

While these particular contextual factors did not appear to impede these teachers’ development, they served to dampen enthusiasm, encouraging a noncommittal (albeit temporary) attitude towards their work. To offset these constant career-long threats to ongoing development, Steffy (2000) advocates the establishment of supportive contextual networks which foster “resilience” in a teacher. Through such relationships, she maintains, “*the reflection and renewal process becomes internalized*” (p. 112). Positive collegial contact facilitates a continuous support system for sharing achievements or troubleshooting about concerns. This idea manifested itself in the study group wherein most



participants were able to access collegial feedback about the running record back at their school sites. These "back-up" systems speeded up internalization of new learning. Networking, then, proved to be tremendously facilitative in terms of deepening the teacher's practical grasp of this assessment tool, and providing a forward thrust to learning.

## Change Processes and the Veteran Teacher

The implications I propose embrace a view of school life which places human resources at the center of change. They extend beyond mere concentration on what teachers will learn, but necessarily include consideration of behaviors, dispositions, strengths and needs. All teachers have a story to tell; this story is wedded to who they are as an educator, and what they do in the classroom. The human side of change sees teachers as people whose idiosyncratic lives significantly and regularly impact teaching performance.

*Attempts at teacher development and educational change will meet with little success unless they engage with the purposes of the teacher, unless they acknowledge the person that the teacher is, and unless they adjust to the slow pace of human growth that takes place in the individual and collective lives of teachers. Short of relegating in-service training somewhere on the road to Damascus, there are few better starting points for proponents of teacher development than this.*

Hargreaves, 1992, p. 236

A paradoxical situation exists regarding school improvement: teachers, the essential implementers of change are simultaneously targets and enemies. Evans contends that reform proponents view change as a product requiring restructured objectives, responsibilities and rules. In stressing structure, human dimensions are discounted (1996). He maintains that change is "generative", and necessitates accomplishment by people. My motive here is not to share these implications in a didactic way. Rather, I, like Evans, provide an avenue for rethinking the human side of reform; and a vision for support of the development of experienced teachers in ways that truly "take". Evans describes a perspective on change centered on a requirement for teachers to experience meaning in their life and practice, and the school's part in provision of that meaning.

Evans draws from two theories of organizations: strategic management and systems theory. Systems theory focuses on the complexity of factors that impact a person or group in terms of a long range view. It "looks at wholes rather than parts, at patterns of change





rather than static snapshots” (p. 10). Strategic management theorists emphasize “people issues” and “nonnatural” aspects of organizational life. It sees more than complexity; it sees chaos without and fluidity within.” This, I believe, is an apt description of the school as an organization with its balkanized groupings, competing political forces among other factors. A teacher’s work life within a school is constantly interrupted by the unexpected. Several research participants noted that their time was often taken by unplanned events and frequent interruptions i.e., public announcements, parent dropping in, unruly student. Evans (1996) cites a colleague’s remark:

*..routine work drives out non routine work and smothers to death all creative planning, all fundamental change... make whatever grand plans you will, you may be sure the unexpected or trivial will disturb and disrupt them (p. 13).*

Change, with an eye on human resources, proceeds as a journey, not a preplanned blue print. Accomplishments generally are approximations of actual intentions because change is viewed in terms of a multiplicity of factors, formal procedures, politics and most importantly its people (Vaill, 1989, as cited in Evans, 1996). This perspective of change is transformative since people not only learn and practice new behaviors, but most especially shift belief and value systems. The study group was, in fact, a journey. While there was an overall structure and some parameter setting, I had little insight about how the journey would end. It proved to be a transformative experience for me and participants leading to both skill acquisition and modified understandings about assessment.

Change agents must steer clear of defining an implementation based on a single lens of reality. Evans maintains that the *personal* experience of the teacher needs consideration if reform is to succeed (1996). A key task, then, is to transform the teacher’s subjective reality. Being open to others’ realities does not preclude ownership of deep convictions. It does, however, call for flexibility and readiness to modify one’s ideas . In more than one instance, study group participants presented divergent views with which I did not agree. I acknowledged the view, for example, that administration of running records was time consuming. (It is!). Simultaneously, I described the merits of the tool despite that drawback. Evans believes, as I do, that “hubris” has marred many past efforts at school improvement” (p. 16). Enforcing a singular view, and steam rolling over an individual’s reality puts the teacher educator on a definite track to failure.





*Our response to change, particularly when it is imposed upon us is determined by how we understand it, what it does to our attachments and beliefs, and how we can fit it into the sense we make of our world. This is crucial to our motivation; few of us will accept the losses and discontinuities of change unless the undertaking is meaningful to us (p. 17).*

The meaningfulness of change cannot be discussed without including issues of culture. In the strategic-systemic paradigm, culture is crucial and refined as “the deep, implicit taken for granted assumptions that shape perception and govern behavior (p. 17). Reforming school structures necessarily calls for attention to social structures which are intricately bound to systems of meaning, value, belief and knowledge. Schlechty contends that “structural change requires cultural change” (1990, p. XVI). This too, was borne out in the study group in which the most motivated participants spoke more often and more adamantly about constraining aspects of their school culture. Although they were learning, the culture in which they worked did not ascribe to those same values.

Let us now explore possible reasons for ambivalence or indifference towards change (bearing in mind the insights as they relate to experienced teachers). Evans posits that such a response “springs from a deep seated conservative impulse to find patterns in life and preserve the continuity of things (p. 26). Gould says we are “pattern-seeking animals”, and need for predictability continues throughout our lives as humans (1991, p. 6)). This need for security explains why most change is associated with stress – even positive change such as getting married or a job promotion. A universal element of our existence as humans is a “deep loyalty to the familiar” (Mitchell, 1988, p. 273, as cited in Evans, 1996). Our response to change has cognitive and emotional components: understanding and attachment (Evans, 1996). There is meaning in life when we create and maintain logical predictable patterns from life experiences. We also develop loyalty not just in relationships but to beliefs and ideas that guide our lives and work.

*Values have an emotional charge. [They] mean something to people. They are the family jewels, and are not juggled about casually. When [they] are vindicated, the feelings are of elation and triumph when [they] are ignored or denied, it hurts (Vaill, 1987, p. 54, as cited in Evans, 1996).*

Thus, taking into account issues related to development (values, personality, biographical history) validates a teacher’s personal meaning-making subsequently facilitating more positive responses to change in the status quo. Those desiring successful reform must incorporate issues of



meaningfulness into the implementation: teachers need to be co-developers rather than implementers of expert's prescriptions (Elmore and McLaughlin, 1988; Riley and Morocco, 1999). Public meanings of change are automatically tied to growth; private meanings can be quite different.

Another way to think about change from the private perspective is associated with loss. As I reflect on Evans (1996, p. 28) this notion which involves "a discrediting of familiar assumptions, I immediately am reminded of the one research participant who did not "grow" in any substantive way that was visible. I now see how Leah might have perceived this experience as one of "bereavement" in which assumptions she lived by and took for granted seemed to be devalued. For example, using a technical tool like the running record (in her view) seemed only appropriate for special education teachers. Children needing substantive help (in her view) were the domain of reading specialists. Asking her to write reflections, I believe, constituted (in her view) an indirect evaluation of her skill as a teacher unable to make perfect decisions. Due to the immense emotional significance of her belief systems, I postulate that Leah was unable "to simply accept the loss of familiar attachments in the name of some impersonal utilitarian calculation of the common good" (Evans, p. 30). That is, when I celebrated the fact that using running records had made me a more skilled literacy teacher, Leah was probably thinking "I'm already a skilled literacy teacher." Her structure of meaning seems to include dissimilar views about the nature of teaching in comparison to mine and possibly may have been formed in the context of specific relationships (I was an "outsider"). The last point is a powerful one for consideration since the school-based coach had a very different view of Leah as a learner. Evans provides more insight into teachers (like Leah) who appear resistant:

*Construction of meaning...is cumulative and grows more fixed over time...the more profound the changes we are forced to make, the greater the loss we experience...most people cannot accept even the simplest and most obvious truth if it...would oblige them to admit the falsity of conclusions which they have delighted in explaining to colleagues, which they have proudly taught to others, and which they have woven thread by thread, into the fabric of their lives (Gleich, as cited in Evans, 1996).*

A final comment about resistance as it relates to change involves the tension between policy and practice. While policymakers tend to possess a more broad perspective of innovation and see the "forest", teachers "know the trees, what works and what doesn't" (p. 296). When





policymakers ignore the reality or discount validity of teacher's understanding, resistance is intensified and change becomes even more problematic. Additionally, humanistic orientations play a role in the interaction of policymakers, educators and parents as they arrive at a "value-consensus" about the purpose of education. Evans argues that such a consensus needs to include clear policy about "what we want for our children and how we want them to grow up as people and as learners (p. 396). In addition, Evans contends that the goals must be clear as well as focused. Simultaneous, multiple improvement essentially dilutes meaningfulness of practice, and short circuits the individual teacher's sense of ownership, desirability and feasibility of change. There must be mutually agreed upon standards, accountability mechanisms, but the work of individual teachers – most notably the experienced educator – cannot be micro managed by those outside of the school. All stake holders, including policymakers, must come to recognize that teacher development is the "linch pin" on which all [school] improvement efforts are based (p. 72).

*Any change comes down to people first how you help them face it and then how you help them move with it (1996, p. 55).*

The focus in school change must be placed on the realities of teachers and the contexts in which they practice. Schlecty believes improving the outcomes of any "knowledge work enterprise" such as a school involves investing in [teachers}, supporting [teachers] and developing [teachers]... (1990, p. 139).

Goodson proposes a similar but more broad approach. By examining a teacher's work in the context of her life, an expansive source of data can be tapped for understanding the person and the professional. He posits, and I concur, that *"if we begin with life, we find there the teacher not simply as a practitioner but a striving, purposeful person as well"* (1992, p. 10). Goodson further believes in the "formative" influences of class, gender, life style and life cycle. Mere acknowledgement is insufficient, but "the teacher's voice that articulates the life and purposes.. should be actively sponsored as a priority within...teacher development work (p. 10).

Acknowledging the teacher's role in educational change as a person and professional constitutes a recent realization according to Hargreaves and Fullan. Teachers are not mere implementers of curriculum, but are reinterpreters as well. In many circles, reformers still see improvements of teaching, limited to development of better methods or instruction. Teacher development as described by Hargreaves and Fullan has little to



do with providing teachers with new tricks. They posit, and I agree, that the quality, range and flexibility of teachers' classroom work are closely tied up with their professional growth – with the way they develop as people and as professionals. A teacher's practice is much more than skills she has or has not acquired. A teacher approaches her work drawing from her background, biography and continuing visions of what she'd like to become. Greene (1991) describes this latter phenomenon based on Sartre's work (1963):

*...our behavior is not only determined by our relation to the real and present factors which condition it but by 'a certain object, still to come, which is trying to bring into being.. this is what we call the project (p. 5).*

Teachers invest emotionally in their daily work; hopes, aspirations, anxiety about these things, collegial relationships all conjoin to effect a teacher's level of motivation and morale. Personal factors, then, are being given much more attention in the literature. These factors may relate to the teacher's collegial ties, and the teacher's response to reform or specific skills related to classroom practice. The teacher, as an individual, whose personal development is interwoven with her professional development is becoming more central in issues related to school improvement. The implication I propose highlights my contention that a more humanistic emphasis is needed as teachers work through change: viewing the teacher as a person is a way for me to more deeply understand their responses and idiosyncrasies, as well as a way for teachers to develop themselves as they work through reform efforts.

Reflecting on personal development as it impacted professional development of the research participants, presents intriguing insights. These revelations assisted me in supporting them as they learned this novel method of assessment.

- Ora was bilingual; she viewed change as a risk taking opportunity to refine her thinking about teaching. In the study group she welcomed challenging dialogue. The two of us conversed a lot about language structure and reading. I asked her to serve on a panel to share insights about bilingualism to a group of preservice teachers (she was absolutely enthralling).

- Tina was constantly frustrated by an obtrusive administration; I, thus provided her a great deal of validation regarding her commitment to students and improved practice on their behalf.



- Tracy thrived on collegial contact, and sharing new learnings with building colleagues. I, thus, provided her with many follow-up supplementary resources including hand-outs, and information about upcoming literacy conferences and seminars.
- Kate was prone to overly scaffold students in an effort to support their self-esteem. I helped her understand the importance of independence and wait time through challenging conversation and questioning.
- Mary admitted to issues with poor self esteem, was extremely tentative, not prone to take many risks. I spent time after interviews and study group sessions affirming her attempts and reexplaining rationales and procedures with which she grappled.
- Fanny described her job as a mission for helping poor students. I then shared my hopes with her about my personal mission to wipe out illiteracy among impoverished children. She became less reticent and began to ask more questions.
- Mona related how spirituality (prayer) assisted her in coping with demands of teaching. I shared my deep religious convictions encouraging her to continually draw on that when learning got especially challenging during the study group experience.
- Leah spoke of parents who had high expectations. She seemed unable to articulate teaching challenges, and chose to lay blame on focal students for lack of progress. I posed questions, shared many examples in an effort to broaden her thinking about possible teaching moves. I was, however, unable to crack her self-protective shell. My interaction with Leah is exemplified by Schein's comment:

*I have found over and over again that the acceptance of a new point of view...has much less to do with the validity of that point than with [one's] readiness to consider any alternatives whatsoever. (1987, p. 107, as cited in Evans, 1996)*

I also believe the humanistic orientation encourages greater authority and control by teachers engaged in change initiatives. They, should not be bystanders as other less knowledgeable participants make the rules and call the shots when reform is undertaken. Goodson maintains:





*...what I am asserting here is that, particularly in the world of teacher development, the central ingredient so far missing is the teacher's voice. Primarily the focus has been on the teacher's practice, almost the teacher as practice. What is needed is a focus that listens above all to the person at whom 'development' is aimed. This means that strategies should be developed which facilitate, maximize and in a real sense legislate, the capturing of the teacher's voice...  
( as cited in Hargreaves and Fullan,1992, p. 114).*

Loucks-Horsley and Steigelbauer describe a similar concern related to change during the late 1960's and early 1970's. They describe beginnings of the Concerns-Based Adoption Model (CBAM) which focused on teacher's developmental experiences with change and implications for staff development. CBAM was not prescriptive, but rather provided insights for those working in the field of professional development (Hall, Wallace and Dossett, 1973). The following ideas represent the perspective of this model which places the teacher as a person at the center of the change:

1. Change is a process achieved with teachers. It is not an event or something done to them.
2. Because the focus is on the teacher as a major player, individual needs are the center of attention in contrast to organizational priorities.
3. The personal dimension including satisfactions, frustrations, concerns, motivations and perception need attention if reform is to be successful.
4. "The change process is developmental" with teachers experiencing varying levels of skill as well as fluctuating levels of emotions as they work through the innovation.
5. Staff developers must concentrate more on the stated needs of those experiencing the change and less on those leading the change. There must be a measure of "diagnostic/prescriptive" thinking.
6. Maintaining a systemic view of change and a willingness to adapt behavior is required of staff developers seeking successful change. Assessing and reassessing individual teacher progress, and then tailoring support based on the latest information is a vital role of the staff developers.

CBAM exemplifies the notion of professional development I suggest: the teacher as a person (conjoined with context in which she practices) is the linch pin in school improvement efforts.



A final aspect I'd like to interject into this conversation about change and the individual teacher deals with the *recognition of recognition*. Getting teachers to attempt new things or dig deeper in terms of practice is the *start* of change. Real results come much later in the change process. People need confirmation for mere curiosity or sincere effort. Evans calls this "rever[sing] the golden rule" and encourages school administrators to utilize "a strategy of small wins" (1996, p. 261). Viewing change as a personal, developmental process requires the understanding that we accept error and uncertainty in an environment of openness and reflectivity. Setbacks represent the fruit of the teacher's labor. Motorola and other top corporations understand this principle: their motto is "We celebrate noble failure." School leaders, in particular, can use the powerful "recognition vehicle" called "reframing" which redefines a concept, behavior or relationship event in a different context, approaching it from a different angle" (p. 261). Our work in the study group reflected these ideas. I believe teachers understood the value I placed on simply attempting to learn the coding and attempting to analyze the results of the running record. On many occasions, I balked when teachers prefaced a question by stating "it might sound stupid." I quickly reminded them that in this forum, "there was no such thing as a stupid question." One participant was able to do her own "reframing". After lamenting the fact that she did not appropriately challenge her focal student (which had led to misbehavior), she was able to reflect on her newly discovered insights about selection of texts which would now benefit all of her students. Through modest increases in sincere gestures of appreciation, school administrators can take advantage of opportunities to reinforce the importance of reform, confirm the teacher's sense of adequacy and build self-worth in teachers even as they grapple with innovation and fail.

Evans (1996) posits that through such efforts comes a "triumph of hope over experience" (p. 298). Havel (1993) defines hope as a state of the mind, not a state of the world, "an orientation of the spirit not a forecast" (p. 68). School change, as I and these researchers describe it, calls for the belief and hope in the potential of teachers as professionals. It requires understanding teachers as persons and teaching as very personal. Let's now explore an immensely personal change in the life of schools – the graying of the classroom. Having reached midlife and mid career, the majority of teachers have modified interests, attitudes and energy levels which generally result in "reduced investment in " one's appetite for innovation". (Evans, 1996, p. 13).

Before discussing change as it relates to aging faculty in schools, an





examination of the reversioning of professional development is important here. Veteran faculty were generally subjected to professional development which called for "supervision". This included a primary focus of ensuring that safe practice was the standard in the teacher cadre" (Griffin, 1990, p.243). Oversight of this safe practice was the work of those in a school or school system serving in administrative-supervisory roles (Griffin, 1982). Preservice and in-service teachers were given supervisory assistance which included "workshops conference/observation/follow-up meetings with system officers, micro teaching practice sessions, and the shaping of teaching to correspond to selected manuals of teaching effectiveness" (p. 244). All veterans in this study group described previous professional development experiences which reflect these ideas. Beginning in the 1980s reform movement, this model of supervision began to be reshaped so that schools became the focus of improvement in contrast to individual teachers (Goodlad, 1984; Schlechty, 1990). Staff development was defined as "a serious and systematic effort to engage a group of professional educators who work together...in activities designed specifically to increase the power and authority of their shared work" (p. 244). As researchers looked more closely at effective schools, they described places where teachers were more collegial than congenial, where principals facilitated a community of learners, where teachers collaboratively explored practice, and classroom inquiry was self-generated by teachers (Rosenholtz, 1989). Griffin (1990) posits that these findings laid the foundation for revisioning of the teacher as a professional working according to a somewhat codified research derived knowledge base. He further states:

*I believe it is timely to think about the functions, nature and expected outcomes of staff development as a school improvement strategy that can rest in large measure on research findings suggesting how that improvement comes about and is supported. This is in contrast to staff development that derives its context, usually in the form of templates for effective teaching practice, from research findings (p. 246).*

Griffin uses the phrase "interactive staff development" to reflect the emphasis of this professional development model on :

*The reality that people, ideas, events, outcomes, expectations, beliefs, purposes and perceptions are in constant mutually effecting motion. The term staff situates participants in a context - the school. Development indicates forward motion, links activities and events in coherent ways, considers people as individuals at varying stages of expertise, and focuses attention on working toward... a vision of the possible." All underlying principles "begin with the teacher, place the teacher in a school context and then deal with the interaction of context and teacher in terms of professional growth and development" (p. 247).*



Griffin's descriptions align closely with that of the study group in my research. There was continuous reflection drawing from teacher judgments about their assessment practices as a basis for improving the achievement of focal students. The teachers' stories, accomplishments, challenges and obstacles served as critical reference points in our study group. Their ideas and personal recountings impacted the progress and flow of our work in the group. It epitomizes the undergirding values in Griffin's interactive development model, and represents redefined views regarding professional development.

Lieberman and Miller, in a similar vein, believe that traditional methods of inservice are inadequate. Like Griffin they see these methods based on teacher deficiency, a view of teaching as technical, an assumption that development is prescribed and teachers are empty vessels ready to be filled by all-knowing outside experts. They call for a model of professional development based on the concept of "growth in practice" which "assumes that teaching is intellectual work and professional development occurs when teachers have the opportunity to learn from theory and practice as part of their job" (1999, p. 60). The link between theory and practice was a key determinant for selection of the running record for study in my research. Teachers cannot analyze this very technical assessment (practice) without incorporating understandings about reading as a process (theory). These researchers also point out the importance of interweaving professional development with classroom inquiry as was done in the study group.

*...the focus on student work shifts thinking about [teachers'] own development in an important way. Looking at student work through the lens of subject matter content helps teachers observe more carefully what students are learning, where they are having problems and what strategies might be more effective..." (p. 25).*

A final element of the "growth in practice model" is provision of opportunities for learning outside of school. As I think about my role in the study group, Lieberman and Miller aptly describe what my intent was:

*outsiders can support, encourage, empathize, but they can also teach, model, provide a supportive pressure, and add dignity to the struggle to get better..."*

Participants, as well, viewed the study group as a kind of network "...providing a safe and trusting set of relationships with [other veterans] undergoing the change process" (p.26).

In redefining professional development, Steffy (2000) calls for capitalizing on the "underutilized invaluable" resources of emeritus





teachers. In addition, Daegenais et al cite the work of Fallon and Steigelbauer (1991) who contend that this redefined view should guide the process by which apprentice teachers are mentored:

*The ultimate purpose of professional development is less to implement a specific innovation or policy and more to create habits and structures that make continuous learning a valued and academic part of the school culture* (2000, p. 102)

Hargreaves and Fullan (1992) agree that the main purpose of professional development should *“be to help teachers articulate their voice as a way of constructing and reconstructing the purposes and priorities in their work, both individually and collectively.”* They see teacher change as a delicate balance between vision and voice. Vision includes a common mission, mutual goals and clarity about implementation of the change between teachers and other stakeholders. Voice refers to developmental aspects of a teacher’s personal growth wherein she clarifies her priorities; there is a clear link between practice and who the teacher is, or her life. I contend that a sensible way to approach professional development is to incorporate these researchers’ notions about vision and voice. There must be a vision which includes voices reconciled about valid constructs of teaching and learning for students *and* teachers. Vision must be co-constructed in ways which honor teachers’ voices, wisdom and experience.

A discussion about change and teacher experience immediately draws our attention to the issue of an aging teaching force. There has been a definite demographic shift in the faculty make-up of schools. They are veteran, midlife and mid or late career most have taught for twenty years or more. In the 1960s and 1970s, when most of these teachers began teaching, there was a more heterogeneous blend of age and experience levels. In schools, across the nation, teachers’ average age is nearly forty-five; only 5 percent of teachers are under twenty-five (Feistritzer, 1986/1988/1990). Fully three quarters of all teachers have been teaching for at least ten years; two-thirds have been teaching for fifteen years and one quarter for at least twenty years. Teachers’ career stability is impressive; half have taught in only one or two schools, two thirds still live and work within 150 miles of their birthplace, and the largest single reason cited for job change is involuntary assignment.

Despite remarkable rates of stability, Evans cites research by Farber (1991) describing sharp declines in morale and career satisfaction. Nearly one-half of teachers claim they would not select teaching if given a choice of careers again, one-quarter are contemplating departure and teacher attrition during the first five years approaches fifty percent.





Administrators report large numbers of teachers “coasting”, minimally carrying out daily responsibilities. Evans posits that veteran teachers’ disenchantment reflects more of a sense of heartbroken resignation than angry resolve. Barth (1989) writes:

*Teachers are dejected. Many would not enter the profession if again given the choice. They commonly report a sense of discontent and malaise, they feel unappreciated, over worked and demeaned as professionals. They feel little trust for or from either school and district administrators or the public, they are even alienated from one another. They feel trapped in their jobs, powerless to effect change, and frustrated at the never ending non teaching demands...Many would agree with what one fourth grade teacher told me recently: “Excellence is no longer a goal toward which to aspire. Now I’m satisfied if I can do it all, let alone well.” A bumper sticker appearing in parking lots of many public schools sums it up: I Feel Better Now That I’ve Given Up Hope (p. 227, as cited in Evans, 1996).*

My research project was borne out of a need to celebrate the strengths of this predominant segment of teachers. While it is a fact that many experienced teachers operate with a seemingly passive resignation, research supports a view of these teachers as persons who are thoughtful about practice and passionate (Lieberman and Miller, 1991/1999; Hargreaves and Fullan, 1992; Solomon, 1999; Steffy, 2000). Part of the issue in regards to a semblance of disengagement is related to socialization of veteran teachers:

...teachers, particularly veterans are often less precise about [their] thoughts and considerations, in large part because of the absence of any need to become articulate, to be communicative, to use [their] thoughts as objects of systematic attention with colleagues (Lieberman and Miller, 1990, p. 248)

Methods of inservice training for most veterans did not encourage self-generated articulation of needs, strengths, priorities or values. The tide has now turned towards more humanistic modes of professional development. Most veterans now must *rethink* notions of personal development concurrently with their *actual developing*. The developmental perspective, I propose, will assist in the revitalization of the highly experienced teacher. We must begin in the most appropriate place – with awareness of the experiences, perceptions and behavior common to teachers in midlife and mid career. It is, sadly, an overlooked area in professional development (Evans, 1996; Hargreaves and Fullan, 1992; Lieberman and Miller, 1999). Making intentional efforts to comprehend such issues enables me, I believe, to sit at the professional development table with deeper understandings about the interrelatedness



of change, the veteran teacher's personal worldview and professional growth.

According to Sikes, Meason and Woods, "*the human life cycle comprises characteristic phases of development that embody typical concerns* (1985, as cited in Evans, 1996). A young apprentice teacher's attention is centered around very different issues than teachers at the middle of their life span. Teachers in this latter group possess much greater life experience, begin to ponder immortality, possibly are dealing with health issues and generally are more concerned with balancing life and work. In particular, the reality of mortality serves as a catalyst in shaping new realizations about themselves and use of time. Evans writes of one English teacher's midlife perception,

I'd taught John Donne's 'never send to know for whom the bell tolls' for years. When my father died, the shock of finding that the bell really tolls for me, too was intense. Things I had worried about - how old my car was - suddenly seemed trivial. And things I had tolerated - useless faculty meetings - suddenly became unbearable" (p. 99).

Thus, change may not be wholeheartedly or evenly embraced by all veterans. Hargreaves and Fullan assert that:

*Teachers at different points in the life cycle have characteristically different orientations to change and improvement as well as different needs in terms of professional development (1992, p. 8).*

In contrast to what popular culture claims, middle age tends to be a time when one becomes more tranquil and more savvy as a certain freedom of spirit is acquired by virtue of more years on this earth (Evans, 1996).

Despite these "advantages", Evans contends that:

*...they do not stimulate innovation or increase one's appetite for change. Second, there are definite stresses in mid-life, and they tend to exert a profound- and negative-influence on teacher's motivation, performance and response to planned change" (p. 97).*

There is ambivalence, and the resignation of having to live with regretful earlier life choices. Middle age adults move from "*the bold primaries and light pastels of the first half of adulthood .. to darker mixtures that suggest ambiguity, ambivalence, complexity and a new uncertainty about the world*" (McAdams, 1997, p. 200, as cited in Evans, 1996). They are often surrounded by life changes (departing children, aging or ill parents) leading to shifting priorities and perceptions which "*greatly reduce tolerance for change at work*" (Evans, 1992, p. 90). Thus, midlife passage presents several challenges to implementation of change with veteran educators. Reform at school is not the only kind of change with which they may be dealing. Some may even view work as the only





unchanging entity. Secondly, owing to mere years of experience and sophistication of judgment, veterans may be skeptical of any innovation. Thirdly, time and energy are more valuable resulting in pursuits which are more personally appealing (and a particular change project may not be!). Finally, researchers find that over time, human roles may change but one's personality does not (Evans, 1996).

*The way we understand the world, our construction of meaning is cumulative and solidifies over time; by middle age it is firmly entrenched...These findings about stability help to account not just for general fixity of human behavior but also for a tendency that grows more prominent in midlife: we become attached to our burdens (p. 101).*

This finding, I contend, lends further credence to the need for increased emphasis on a developmental perspective as I carry out my role as a teacher educator. Evans posits that it's nearly impossible to change "how" individuals think and the "way" they pursue goals. In contrast, I contend there *is* great potential for influencing *how* teachers think and the way in which they work: through a developmental approach which seriously considers dispositions, values, interests, along with skills acquisition *and* the context in which they operate.

Mid career or professional pressures generally accompany midlife concerns. A professional career is typically divided into entry (exploration and self discovery lasting up to five years) mid career (an era of exercising competence); and exit (several years of progressive disengagement (Evans, 1996). Schein's research points to two obstacles related to the mid career professional and the phenomenon of reform: decreased work-related interests and lower levels of performance (1978, as cited in Evans, 1996). These obstacles manifest themselves in several ways:

- shift from primacy of the work role to more self-centered interests and priorities
- increased focused on material or extrinsic rewards of one's occupation. For example, student achievement though not unimportant becomes less important than procuring a suitable medical plan
- accomplishment of mastery leads to reduced recognition by others and challenge of the job.

Although these may be prevailing research derived views, these ideas did not play out among the veterans in my research. These teachers remained passionate about student achievement, assumed almost self-effacing roles in use of energy and time and were highly concerned about mastering the



skill of assessment-informed instruction. Once again, I contend that unique professional development support of these highly experienced teachers constitutes the underlying reason for behavior which is in stark contrast to Evans' portraiture.

Yet another distinguishing factor among today's veterans - particularly those with 20-30 years of service - is the "cohort factor" (Evans, 1996; Hargreaves and Fullan, 1992). This refers to the composition of a particular group and the influences of the historical period in which it exists (p. 109). These "cohort factors" directly impact teachers' responsiveness to change. This cohort includes teachers who have made a full career of teaching; due to prolonged work in the same field, they experience more stress. This cohort is comprised of unusually high members of male educators, who show greater evidence of burnout than their female counterparts, and are more vocal and defiant about this dissatisfaction (Farber, 1991, p.146, as cited in Evans, 1996). Furthermore, education was not the preferred career for nearly one-third of teachers (many avoided the Vietnam war) resulting in low levels of personal fulfillment in the profession. Finally, the cohort is a product of a unique era in American education: 1960s.

*The professional lives and values of many educators were shaped by the "magical and mythical qualities of that era, its promises of 'radical' social transformation, its optimism, its good intentions, its surrealistic character...most of us were naïve about the functioning of institutions and the realities of overcoming entrenched patterns of economic and social injustice...many of the teachers became... "suffering heroes" - people who tried to make any system work even at the sacrifice of their own personal lives. They expected few rewards and little recognition. They tolerated poor management and inadequate facilities. They tended to be bright, creative individuals who viewed education as a noble calling and accepted the role of hero willingly (Bowman, 1991, p. 251).*

It appears that a great deal of these "heroes" now see too much sacrifice and too little fruit for that sacrifice. Unfortunately, too many starry eyed optimistic apprentices have become disgruntled, under appreciated veterans. Thus, the cohort factor in combination with stage of life and stage of career intensify aversion to change: a natural characteristic of all humans. For this teacher, participation in change is not merely a question of acquiring technical skill, but requires consideration of personal identity. It, I believe, forces a reconceptualization of professional development which incorporates the concept of "teacher as person" (Hargreaves and Fullan, 1992, p. 117).

Research, in regard to veterans and collegiality provides two major divergent views. This supports the findings of my study in which the participants *simultaneously* welcomed the benefits of collegial support





and decried its challenges. Wasley (1991) cites several studies which describe the merits of collaboration and collegiality in facilitating positive change. Of particular note is the work of Rosenholtz (1989) wherein is described connections between a schools' collaborative structures and teacher growth. Additionally, Lieberman and Miller cite work by McLaughlin & Yee (1980) which found that teachers, themselves, did not define a successful career in traditional ways - vertical movement upward. Instead they viewed it in personal terms - ways to grow professionally with the ultimate goal of "increasing effectiveness with students - not another rung up the ladder" (p. 19). Collegial opportunities to problem solve and practice new learning were seen as avenues to professional success by research participants in my study as well.

In contrast, Evans cites work by Barth (1989, p. 229-230):

*Though collegiality's benefits are obvious, logical and compelling, it is the least common form of relationship among adults in schools.*

According to Evans, reasons for fragile collaborative ventures are explainable. He describes norms of autonomy and privacy among veterans which are entrenched due to years of "*demoralization and enforced passivity in badly run schools*" (p. 234). Fear also serves as an obstacle to group participation. If teachers accept responsibility, and err in a collaborative enterprise, they fear reprisal by the "system" or an administrator. Most veterans view collaboration or group governance as more work requiring increased investment in the job in terms of time. For example, team teaching involves expanded periods of planning and debriefing; governance calls for before or after school work. Evans asserts:

*I have never encountered a school that has significantly reduced teaching loads to compensate for these added demands (p. 234).*

Mid career professionals, thus, are prone to be directed toward the limiting of school-related priorities and greater attraction to more personal pursuits. Though widely believed, but not often stated, most teachers prefer interaction with students. Lortie (1975) reported that "*satisfaction and success come chiefly through dealings with students.*" Many teachers who are extremely skilled with students find working with adults unpleasant and uncomfortable. Finally, the very nature of teaching presents a largely ignored hurdle to collegial interaction. It is an "inherently individualistic occupation." Evans contends that, in some ways, communication among teachers is more challenging and less suitable than it appears. It is *challenging* because:





*Two [teachers] can teach the same curriculum to similar students but operate in vastly different ways on vastly different [entrenched] assumptions that are hard to explain, let alone budge.(p. 235)*

The possibility of *ill suitability* stems from values placed (by many veterans) on issues of separateness and “professional egalitarianism”. That is, involvement with others may constitute arrogance if a teacher offers assistance and weakness if a teacher solicits help. I believe one strategy to offset this egalitarian mindset – in teacher education – is the facilitation of a “work in progress” ideology through incorporation of personal and professional dimensions.

A final consideration peculiar to the veteran and development concerns career satisfaction. Although participating in school-wide change is stimulating, it was a strong “predictor of disenchantment” (Hargreaves and Fullan, 1992, p. 131) among veterans:

*Teachers who steered clear of reforms or other multiple-classroom innovations, but who invested consistently in classroom level experiments – what they called “tinkering” with new materials, different pupil groupings, small changes in grading systems – were more likely to be satisfied later on in their career than others, and far more likely to be satisfied than their peers who had been heavily involved in school-wide or district-wide projects.*

A second factor contributing to career satisfaction was “a slight, spontaneous role shift when we began to feel stale” ( p. 131). Every fourth or fifth year, researchers found such teachers making changes in grade level, subject matter, school building or academic involvement. It seems that continual role shifts served to ward off stagnation. Another factor closely connected to extended periods of satisfaction involved “experiences of achieving significant results in the classroom which tended to correspond with “a major instructional shift on the teacher’s part – to a new didactic set of materials, to a more diagnostic approach, to an interest centered curriculum – which brought in its wake some exceptional results...(p. 132).

All of these factors manifested themselves among participants in my study who were at the mid to late part of their career. Without exception, all were “tinkering” in their own classrooms in various ways. For example, Leah was exploring learning centers, Ora sought more trade books, Kate experimented with leveled texts, Tracy engaged in more thematic teaching and Mary modified grouping practices. Role shifts were also apparent: Tina had recently become a consultant teacher of reading; Fanny had left the classroom to become a tutor trainer and Mona regularly shifted between ESL teaching and SSL teaching.



Also, teachers remained passionate about pupils' academic success. For most, this passion was the catalyst for participation in the study with me. During the course of the research, initial successes of focal students served to fuel more risk taking and teacher learning. From a very personal standpoint, the research captures my professional story as well. Involvement in Reading Recovery training was a *self-generated* venture owing to my desire to assist *low achieving students* in literacy. It represented a role shift from principal to literacy coach. As I review my 30 year career, I have, in fact, engaged in six role shifts which averages out to one change every five years:

1969-Classroom Teacher

1976-Title I Reading Specialist

1986-Lucretia Crocker Fellow

1987-Principal

1991-Reading Recovery Teacher Trainer

2000-University Instructor

As teacher educators provide ways to quell cynicism and eliminate demoralization among experienced educators, such research derived data about career satisfaction provides many insights upon which to build.

Having considered unique perspectives involving the veteran and development, one might be tempted to despair. Reform is inevitable. Revitalization of the experienced teacher constitutes an equally important mandate. Are the two issues mutually exclusive? Evans, believes, as I do that we have not paid enough attention to human resources, and that "*standard measures used to motivate change don't work*" (1996, p. 115). It is vital that we "*lift [our] gaze*" *beyond structural components of change to focus on people.*" Before we can expect veteran teachers to react to any change initiative, we must "unfreeze" their present understandings and "reach them in a fundamental way. Professional development of the veteran teacher must include increased focus on the teacher as a person in conjunction with a continued constructivist-oriented focus on the teacher's practice.

*Teachers' stories clearly illuminate the way in which ...personal experiences and personal development have a profound influence on who they are and who they [have] become. Since these personal dispositions shape teachers encounters with career situations and contexts, the inevitable individuality of professional development is underlined (Raymond, Butt, and Townsend as cited in Hargreaves and Fullan, 1992, p. 159).*

Professional development, which holds revitalization in high regard, is not focused primarily on superficial levels of teacher input, work with





experts, complex training programs or modified organizational situations. These are important, but only to the extent that they comprise a system of reconceptualized teacher development in which veterans are the primary agents of their own development. Such a system intentionally supports experienced teachers in coping with certain developmental tasks (Schein, 1978, as cited in Evans, 1996) *which they, ultimately, must master on their own:*

1. Specializing versus generalizing – teachers must decide whether to keep improving skills in a specific subject or if assumption of a totally new role is appropriate.
2. Establishing an organizational identity – teachers need to make recognized contributions in the workplace.
3. Modifying career dreams – teachers need to continually self assess and find new sources of meaning in their work.
4. Achieving a balance between work, family and self-development – teachers need to constantly reassess priorities and investments in various aspects of their lives.
5. Maintaining a positive growth orientation – teachers need to sustain a constructive outlook on life and work treasuring successes, appreciating accomplishments and passing on to others what they have learned.

*...to become generative, to avoid premature resignation when options for growth remain, is a core issue of mid career and sustaining happiness as one ages" (Evans, 1996, p. 113)*

A faculty is comprised of separate individuals each with her or his own personal and professional biography. Conducting professional development for veterans as if one size fits all will not lead to the revitalization of which I speak – a revitalization that is required if reform that lasts is our goal. Teacher educators need to simultaneously consider the teacher as a developing person *and* the teacher's practice. Steffy's LIFE CYCLE OF THE CAREER TEACHER MODEL poses exciting practical possibilities in regard to the developmental perspective I propose.

## Developmental Concept of Professional Development: One Model

Steffy's Life Cycle of the Career Teacher Model (2000) is developmental in that it portrays a continuous process of growth spanning a teacher's career.

*...the model views growth as unfolding through interaction between [teachers] and their environment in an identifiable, sequential pattern;... acknowledges that individuals move along the continuum at different rates; and views the growing [teacher] as an active participant(p .4).*



According to Steffy et al, the model describes phases of development akin to those of Erikson (1968) emphasizing *“content and tasks that flow from one to another along a continuum.”* These researchers contrast phases with stage theory proposed by Piaget (1954) or Loevinger (1987) which are more concerned with organization, and typically are more discrete in their relationship to one another (p. 5).

In this model, each phase *“is content and task specific, and exists along the continuum of excellent teaching across the career.”* The phases build upon one another, and are impacted by numerous factors including biographical history and school context. Aligned with a developmental perspective, each phase distinctly lays groundwork for phases that follow. However, sequence is not the sole “thread of continuity” in this model: each phase adheres to effective teaching principles espoused by NCATF (1996); each phase boldly identifies unique issues which facilitate or impede a teacher’s learning at a particular developmental juncture.

In my role as teacher educator, incorporating developmental phase theory into the design of professional development initiatives provides exciting possibilities for revitalizing the veteran educator. Phases present opportunities for capacity building, supports for role changes, and supports for renewal within a phase (Lieberman and Miller, 1991) which require increased levels of expertise and wider recognition.

This model is founded on the contention that educators achieve high levels of skill by the fifth year of teaching, and with adequate assistance, continue to hone practice until the end of their career (Steffy et al, 2000; Hargreaves & Fullan, 1992). It is a descriptive model in that it outlines developmental phases and accompanying renewal possibilities. It also is prescriptive offering ideas and strategies for enhanced professional development supports at each successive phase, and in a manner that facilitates ongoing development. Steffy believes researchers who view teaching as a craft generally describe development on a spectrum from novice to expert (Fuller, 1969; Gehre, 1987; Huberman et al., 1993; Katz, 1977; Vandervan, 1988). She sees this as a limited view of teacher development:

*...little attention has been paid to the nature of the intermittent steps between inexperience and expertise, factors and process that influence teacher growth over time, and those that allow for reflection about teaching. Our life cycle model addresses these issues by providing a framework for supporting career-long professional development at each phase (p. 4).*

It is this unique focus in Steffy’s model on “career-long” issues and “steps between” that capture my attention vis-à-vis supporting needs of the



experienced teacher. This model not only describes life long movement through a career, but how I might appropriately nurture that movement along the way in a manner which fosters self-efficacy on the part of the developing veteran.

Aligned with the goals of National Commission on Teaching and Americas' Future (NCTAF), the model's goal is to invoke thought and action, which will result in creating "competent caring, qualified teachers for all children". Benefits include:

- Teacher realization that teaching is a craft to be worked on so that there is continuous movement toward expert levels of skill.
- Principal's awareness of unique needs of teachers working in a particular phase and knowledge about how to support the reflection renewal-growth process.
- Increased sensitivity by principals and teachers to signs of withdrawal or burnout, and focused efforts to redirect teachers to the reflection-renewal-growth process.
- Greater recognition provided for teachers reaching professional and expert level.
- Adequate provision of supports to novice teachers which enable them to move to the expert level.
- Evolution of school into a community of learners in which all stakeholders are engaged in continuous growth opportunities.

The Life Cycle of the Career Teacher model is developmental in that it targets a teacher's personal and professional development throughout her career with reflection and renewal serving as catalysts for that development. Additionally, it includes several underlying values about teaching as it relates to development:

- Teacher development is focused and impelled by the need to improve.
- The level of development in the life cycle of teaching is a function of personal characteristics, school contexts, support systems and solid preparation.
- A community of inquiry about teaching encourages learning among teachers and students
- Teaching excellence is influenced by one's ability to learn, do scholarly work and commit to growth.
- Situation or context is a powerful force for growth and/or withdrawal.
- Excellence in teaching depends upon the centrality of caring for students, self, ideas and the profession.





In reflecting on the values embedded in this model, I am struck by the intersection of my research findings and these values. Some examples include:

1. A centrality of caring for students was evident among research participants. Engagement in the study was precipitated by genuine desire to see students succeed.
2. Context was described by most participants as either an extremely powerful stimulant or potent inhibitor of learning (in some cases, both kinds of experiences were mentioned).
3. Development for the sake of self-improvement impelled these teachers to participate in the project. It was a self-selected venture.
4. In listening to these teachers, development is not simply a matter of skill acquisition but incorporates issues of self-efficacy, school context and other supports (parent, system, family).

Thus, this framework highlights the value of teacher development as a means for improving the profession. In no way, does it place totality of improvement on teachers' shoulders. Rather, it requires explicit attention to the teacher and the teaching context at various developmental phases. It ingeniously incorporates a duality of focus: facilitating teacher growth in service of student learning.

Six phases are delineated including entry and exit points as well as four directions for growth between those points (Appendix J). I'll briefly describe four of those phases, and will focus on the two, which, I believe, best capture the developmental phases of the eight research participants. According to Steffy's research, skilled teachers experience six basic phases in their career: novice, apprentice, professional, expert, distinguished and emeritus. It is a paradigm, which outlines the way in which teachers grow and gain skill along a developmental spectrum. As teachers move along the spectrum, one phase builds upon the next and lays groundwork for coming phases. Phases are progressive and sequential, however, *"each phase is bound by a shared vision of excellence and articulation of factors that support growth"* (Steffy et al, 2000, p. 109). In other words, skilled teaching and engagement as a learner are valued in every phase. But, the manner in which a teacher develops or is supported in that development remains quite individualistic and context specific. A brief description of four of the phases follows:



Novice – Phase One: starts during preservice education as teachers learn in prepracticum, practicum and student teaching experiences. Due to lack of mastery of professional skills as well as content, most novices are tentative and uncertain in their work. In time, generally through classroom experiences of teaching, with oversight by mentors and observation of master teachers, novices *“became sensitive to the needs of children and slowly acquire skills to become competent teachers. As they grow in skill and self-confidence, novices reflect on newly acquired skills and experiences, then enter the apprentice phase”* (p. 6).

Apprentice – Phase Two: begins when teachers become responsible for planning and implementing instruction in their own classroom. Understandings about professional practice including pedagogy deepen leading to increased levels of competence and confidence ushering in the professional phase. These teachers tend to be highly “idealistic”, “growth-oriented” and passionate about students’ achievement. Without encouragement and adequate systems of induction, however, twenty percent of these teachers leave the profession (NCTAF 1996) due to perceptions related to lack of self-efficacy. [Phases three and four, the professional and expert, will be discussed in detail after this brief overview.]

Distinguished -Phase Five: follows the expert phase. Such teachers are the exception rather than the rule in terms of giftedness in teaching. Steffy refers to them as the “pied pipers” of the profession impacting policy decisions in their professional roles and daily work. They become consultants for lawmakers and other policymakers at national, state and district levels. These educators comprise national groups like State Teachers of the Year, Golden Apple Fellows and Milliken Teacher Awardees. They bring a “missionary zeal” that goes beyond career and teaching assignments. Their passion is combined with “determined action” making them “self-assured leaders” in educational, political and business circles”, and their motives are propelled by the needs of others as many such teachers involve themselves in social justice issues. They exemplify Erickson’s work (1982) in terms of their “urgent commitment to care” as well as that of Kohlberg (1984) which describes an orientation to “universal ethical” issues (Steffy, 2000, p. 88-89).

Emeritus -Phase Six: begins when teachers retire formally from a lifetime of teaching. Due to high levels of skill and commitment, such





teachers find other ways to continue contributing and serving others. They exit the profession having left an impressive legacy; *“thousands of students whose lives have been forever enriched by a quality education”*. As an emeritus teacher, one’s involvement may include an endless range of activities: consulting, volunteering, mentoring, serving professional teacher groups, advocacy and lobbying for teachers, supervising student teachers, teaching university courses. In some cases, a new career begins such as work in higher education.

**Professional – Phase Three:** follows the apprentice phase and occurs after 4-5 years of teaching. Success with students facilitates the emergence of self-confidence. This, I believe, is the phase at which six of the research participants had arrived. Mutual respect between a teacher and her students is the *“bedrock foundation upon which this phase is built”*. These teachers represent the *“backbone of the profession”* with most holding student achievement and motivation in highest regard (versus aspiration to administration). There is a demonstrable shift from personal needs to an exclusive orientation to students. Each student-centered success results in an increased level of self-efficacy that one is truly making a difference (personal) and that one’s skill has improved (professional). This was evident in numerous remarks from research participants, which typically (and happily) alluded to newly discovered learnings and accompanying student strides. While apprentice teachers work mainly on broadening the instructional repertoire, professional teachers concentrate on drawing from that increased repertoire to meet the needs of specific students (Germinaro and Cram, 1998, as cited in Steffy et al, 2000). This phase is similar to Huberman’s (1992) “stabilization” phase characterized by consolidation of pedagogy. These teachers continuously seek growth opportunities outside the classroom, yet embrace the concept of learning more about their teaching from observing and listening to students. Wolfe et al write:

*Moving from an instructional paradigm to a learning paradigm is a distinctive mark of a maturing, caring and competent teacher. The former orientation emphasizes methods and teacher behavior, the latter stresses learner behavior and student growth. In determining the teacher’s attitude, the critical question is, “with whose performance are you most concerned ? (2000, p. 65)*

The personal and professional dimensions intersected, I believe, as I viewed teachers in my study with an impressive ethic of care who were *simultaneously* fine tuning instruction. *The ethic* of caring generated professional development.

In this model, the principal plays a predominant role in the continued growth of the teacher in the professional phase. In at least half



of the research cases, administration was mentioned as either a vital motivating support for learning or a clear hindrance to the teacher's growth. Steffy et al make a sobering point in this regard:

*Because professional teachers look to their students to provide them with motivation, administrators often treat them differently, give them less attention, and take them for granted. Administrators must be especially careful to acknowledge the valuable contribution teachers at the professional phase make to the effective functioning of school (2000, p. 8).*

Positive collegial ties are especially supportive for professional teachers who voluntarily seek help from other teachers. They see peer interaction as a means for broadening understandings about practice. This point is reflected by the fact that research participants opted into this study in order to learn from colleagues. In addition, "sharing" was mentioned as a highlight of this study group experience. At least three of the teachers had begun to present ideas about using running records to building colleagues. As they felt supported, they in turn freely offered it to others.

Since classroom management, generally, is less of an issue for such teachers, they have more time to spend on developing intellectual habits of reading, study and reflection on practice. It is interesting to note absence of much commentary related to classroom management by teachers in my study.

Professionals are clearer about expectations of the system "including where the power is." Thus, such teachers take time to troubleshoot about their own teaching rather than reacting to system-mandates in a blind fashion. One research participant spoke of her self-made negotiating process in which she only integrated those system directives which were best for children. Another teacher candidly remarked about her continual modifications of suggestions offered by the externally supported literacy coach.

Expert-Phase Four :follows the Professional Phase with teachers formally (or informally) meeting National-Board for Professional Teaching Standards (1998-99) desired by NCATF. Expert teachers possess a deep theoretical grasp of learning and teaching, and are able to attain results with most students regardless of background or ability level. Of the eight research participants, two teachers, I believe, had moved to the expert phase. Such teachers see reflection as a natural part of teaching, and are in tune with the latest research derived ideas in their field. Collegial networking at the district, state or national level is maintained, with assumption of leadership roles in associations and content area organizations. Experts "*embody what parents and society desire for*





*unlocking the learning of children*" (Steffy et al, 2000, p. 9). They pursue reflection in collaborative ways through focus groups and collegial dialogue. The personal dimension occupies a key (health, finances, family matters) role in the lives of expert teachers (due to age overlay). However, due to high levels of commitment to students, and to their own learning, they develop ways of combating these influences. Their "*boundaries extend beyond the school house door*" as was the case for Ora who decried treatment of English Second Language learners by general practitioners or Tina who bemoaned the extent to which the needs of "low" students were being met by the district. Mary (who was moving towards the expert phase) voiced concerns about ill informed policymakers regarding a recently adopted reading program.

In contrast to novice teachers who act in a "*structured inflexible manner*," Berliner describes the expert as "*arational*" with a seemingly "*intuitive grasp of a situation*" and the ability to make responses in a "*nonanalytic, nondeliberative ways*". This was evidenced, I believe, in the study group when Ora and Mary observed tentativeness on the part of a student in a video. Both recognized that the child was in a state of discomfort as he haltingly read a passage of unfamiliar text. They later learned that the strategy was called monitoring, and wanted to know more about appropriate teaching interventions. Expert teachers have a keen recognition of diverse learners, which is reflected in "*proactive*" teaching, and the ability to teach any student in any setting. They thrive on learning about new trends and social issues, and pursuing new ideas. Ora, epitomized this characteristic, serving as only one of two teachers in her entire district to successfully teach a multilingual group of students how to read. (Students in her class came from the countries of Africa, India, Pakistan, Yugoslavia to name a few.) In addition, expert teachers often invest their own time and money to pursue learning opportunities: both Ora and Tina regularly attended conferences at their own expense. These teachers strive to "*create environments of mutual respect among students and colleagues*" as Ora attempted to do as grade level team leader. She advocated use of the running record by colleagues to establish a more substantive reporting system to parents. Tina, in a similar vein, proposed more cross grade team meetings in order to build collegial ties in her school. Although neither of these ideas was embraced by colleagues, both teachers remained convinced about the efficaciousness of their ideas. Characteristic of expert teachers, they remained engaged in the process of reflection and renewal despite contextual barriers.

Owing to their vast experiential base, expert teachers are astute problem solvers, and effective mentors. They exemplify the value of





lifelong learning upheld by the Life Cycle of the Career Teacher Model, holding multiple degrees – sometimes a terminal degree. These teachers also have great moral integrity as evidenced by Ora's concern that colleagues viewed her as a competitor when, in fact, she only desired to share new learnings. She also expressed major concerns about uneven levels of teaching quality as students progressed through the grades in her building. Again, this concern is reflective of a veteran in the expert phase whose "inner eye" looks beyond one's immediate classroom.

While apprentices struggle with self-reflection due to limited experiences in the classroom, experts rely on "*procedural knowledge and instructional principles*" (p. 80). Apprentice teachers analyze lessons at very superficial levels while experts focus on ideas, which undergird a lesson. For example, a study group member in the professional phase commented on a child's disfluent reading but couldn't explain the importance of fluency. Both Ora and Tina drew from deeper understandings of the reading process, and explained how such reading interferes with a child's ability to read meaningfully.

Several factors, which mitigate against ongoing reflection and renewal by the expert teacher, emanate from the social context. Experts are often frustrated by limited opportunities for professional development. They complain about the preponderance of opportunities for less experienced teachers which tend not to address their needs. Another common complaint described by Steffy, and which was made by participants dealt with lack of time, to receive training, "*process and develop new strategies*" (p. 81). Although this issue will be addressed more thoroughly in a later section, it is one that continually threatens ongoing reflection and renewal. Time is essential for experts "to revitalize their craft" and can impact forward movement into the distinguished phase of teaching. Such teachers need time to "*strengthen their teaching as they...critically examine their practice, seek to expand their repertoire, deepen their acknowledge, sharpen their judgment and adapt teaching to new findings, ideas and theories*" (p. 81). Coupled with an inner drive for self-improvement, expert teachers need time in order to proceed into the ranks of distinguished teachers. This last point is one about which I can personally witness. Without time to research and write about this issue, I would never have finished my academic journey in such a timely fashion.

A final context based issue for experts centers on the administrative role. These teachers may challenge the traditional view of the principal's role. Shared governance adds vitality to a setting, and administrators "*must view the provision of phase related support as a right rather than a*



*privilege if they are to put the vision of maintaining excellence [for experienced teachers] into practice” (p. 115).*

The Life Cycle of the Career Teacher model offers me—as a teacher educator—a unique opportunity (and mandate) to contemplate and respond to concerns at each phase of a teacher’s development, while adhering to the values of reflection and renewal inherent in this model. It is distinctive in its design for addressing the developmental needs of highly experienced teachers *throughout* their career. It also proposes that novice teachers have effective induction programs; it suggests ideas for assisting the apprentice in moving from “*student of teaching to teacher of students*”; it provides concrete strategies for combating burnout, and supporting continuing refinement of practice by veterans who are at the professional, expert or distinguished level. It encourages emeritus teachers to continue as viable, productive members of the profession despite formal retirement. It upholds the belief that a teacher is more than her practice; that teacher development is contingent upon one’s opportunities to reflect (on one’s own or with others) conjoined with certain optimal conditions that facilitate professional growth.

### Necessary Conditions for Developmental Models

If professional development is to be transformative, specific conditions must be present which support teachers in broadening their conceptualization of teaching and learning. Thus, my role encompasses more than helping teachers modify practice. Neither Steffy’s model or any other professional development intervention will work without certain prerequisite operant conditions. To speak metaphorically, there must be specific preparatory and ongoing steps by a farmer to establish conditions for the crop, once planted, to thrive and grow. Oja (1990 p. 50) refers to these as “design principles” or “focus points” which are necessary for effective professional development. Evans (1996) calls them “tasks of transition” (p. 55). Generally, such conditions are categorized in a manner which places equally important emphasis on the teacher (the personal) and contextual supports.

In the teacher-centered or personal category, teachers’ levels of understanding are recognized with professional development custom tailored to those understandings and needs of teachers. Evans (1996) contends, as I do that “*all change is personal which means that it has to be accomplished person by person* (p. 71). Interventions must take people from where they are by honoring what they know, and simultaneously nurturing any inclination to take risks and change. Theissen (1992)





maintains that our assistance should be *“less a matter of determining what to do ‘to them’ or ‘on their behalf’, and more a matter of teachers inventing what to do ‘with’ others or ‘by themselves”* (p. 85). He further contends that teachers should negotiate with other stakeholders for structural and political support while maintaining control of all instructional/decision making. Mandates of others *“should not displace the primary protagonists on the classroom stage: teachers and students”* (p. 87). Supporting this idea of conditions which recognize *personal* aspects of professional development is research by Loucks-Horsley and Stiegelbauer (1990) who conducted studies spanning two decades. They posit that willingness to change one’s practice is closely tied to seven levels personal concerns ranging from “awareness” (I’m not concerned about it) to “refocusing” (I have some ideas about something that would work even better)” (Lieberman and Miller, p. 67). These researchers conclude that *“change is a process, not an event and teachers must adapt personally and developmentally”* (p. 17). Recognizing the personal dimension, in terms of conditions, requires the necessity for teachers to apply learning along with constant reflection. It is within such conditions, that old assumptions conflict with new learning. Such reflection serves to *“facilitate the cognitive restructuring process needed to integrate new learning with old patterns of thought* (1990, Oja, as cited in Lieberman in Miller). Reflective practice can and should transpire at a purely personal level. Certainly, understandings are enriched and broadened when shared in more collaborative settings and relationships. This point underscores the need for certain contextual conditions that support optimal growth.

Conditions for growth also emanate from the context. That is, they are outside the control of the teacher, but are crucial in supporting renewal and growth. Showers, Bruce, Joyce and Bennett (1987) concluded that four conditions were necessary for change: understanding the ideas behind the change; viewing demonstrations of the practice in a classroom; time to practice the change with high regard for risk and failure; regular opportunities for interaction with peers including feedback and coaching. Similarly, Oja emphasizes the importance of peer interaction arguing that:

*... this model of support/challenge and action/reflection can stimulate adult development in the areas of ego, maturity, cognitive complexity and moral reasoning (1990, p. 51).*

Evans (1996) stresses the importance of continuity which incorporates the idea of working through change over time. Mastery of concepts, he contends, occurs in the final stages of reform. Survival is the first stage wherein teachers cope with a new strategy as they take



risks and receive constructive feedback. Consolidation, the second stage, requires integration of the new strategy into established routines and roles with psychological and personal kinds of support. Evans contends that such emphatic support is needed because reform learning always involves a certain level of discomfort and disequilibrium (Linh 1987; Poplin, 1988). Thus, conditions must necessarily include *ongoing* support, which exists *throughout* the various stages of implementation.

A final contextual condition involves assumption of enlarged roles. This idea aligns with Steffy's notion of meeting a teacher's developmental needs. I believe it constitutes an intersection of the contextual aspect with the personal dimension in terms of conditions for growth. Oja defines role taking as "*the ability to take into account the perspective of others, to understand a situation from another person's point of view, and to act "as if" by assuming the role of another...*". Oja further posits that role taking is a "*major means for personal and social development*" (p. 52). As I reflect on this condition, I am struck by its power as a potential catalyst for moving teachers from Steffy's professional phase to expert. It appears that Ora and Tina seemed comfortable as role takers; they spoke often about other teachers' perspectives in a very open, professional manner. I believe the study group experience advanced the roletaking capability of all research participants due to the high level of spirited, collegial dialogue and debate. I can see how learning this skill would broaden one's "professional shoulders".

These conditions for growth serve as a prelude to a final discussion of three other major implications for my work as a teacher educator emanating from this study. The groundwork has been laid: I've presented a case for professional development which honors the developmental needs of the experienced teacher, a perspective which recognizes that teachers are people, much more than their practice. Oja writes that in reviewing more than 400 articles from 23 professional journals and 507 doctoral dissertations between 1977 and 1984, researchers found research methodologies which simply surveyed professional development content and procedures or discussed knowledge level skills (Danesh, 1985). Future research directions included suggestions for a study of reconceptualization of staff development. Use of adult development ideology, I contend, constitutes a sound and practical way to formulate professional development. The view of teachers as people led researchers Riley and Morocco (1999) to deduce a unique insight. They discovered that although "*teachers participated in a common adult learning experience*"...they all "*were able to grow in varied ways.*" They further state that their literacy intervention appeared "to have created





‘zones of proximal development’ for individual teachers’ growth” . In referring to the research of Brown and colleagues, Riley and Morocco (1999) write:

Brown’s group uses the term ‘mutual appropriation’ to refer to the multidirectional flow and interpretation of ideas that take place. A [study group] becomes a zone of proximal development for many participants if they can use the ideas that emerge in different ways and give and receive varied levels of support (cited in Solomon, p. 130)

These aforementioned ideas serve as the undergirding framework upon which I predicate my three final implications. Along with each implication, I present research to augment my findings, cautions and suggested concrete strategies for implementation. Although presented in a linear fashion, each of the three ideas is intricately bound with the others. For example, the need for reflective practice [implication one] within the context of constructivist oriented professional development [implication two] initiatives is absolutely essential. Equally important is the habit of reflective practice on one’s own [implication one] in the classroom as well as in ongoing collaboration with colleagues [implication three]. Similarly, constructivist-oriented professional development [implication two] endeavors require some degree of collegial engagement [implication three].

## Reflective Practice and Development of the Veteran Teacher

A second major implication of this research underscores the critical role played by reflective practice in the professional development of experienced teachers. It appears that participants’ propensity to reflect on their teaching was directly related to the degree of shifts made in thinking and instruction. Seven out of eight teachers reported and manifested tremendous shifts in regards to beliefs and practices about early literacy instruction. Boud, Keogh and Walker (1985) capture my sentiments:

*The capacity to reflect is developed to different stages in different people, and it may be this ability which characterizes those who learn effectively from experience (p. 19, as cited in Steffy et al, 2000).*

Steffy’s Life Cycle of the Career Teacher model incorporates reflection as a facilitator of renewal and ultimate growth. Reflection is an integral element in the model’s constructivist view of learning in which the major catalyst is engagement of self by choice (Yager, 1991). In this study, I found self-efficacy to be inextricably woven with reflection. The





most reflective participants were those who were engaged in constant self-dialogue about effectiveness of their teaching. These teachers' *intentional* decisions lead to professional growth. Engaging in reflection fueled that growth; but the initial impetus was self-improvement. In Steffy's view (and I wholeheartedly concur), such an attitude is a professional mandate. Context-as a support or inhibitor-wields a powerful impact, but one's own commitment to teaching *as a craft* is essential. Huberman (1992) calls this "personal teaching efficacy". Similarly, Dewey (1910) describes three important learner dispositions (as cited in Steffy et al, 2000):

- Open-mindedness -a learner is willing to acknowledge a problem may exist, remains open to exploring options to solve it and explores alternative solutions that may challenge his or her belief system.
- Wholeheartedness -commitment to and enthusiasm for finding a solution.
- Responsibility -acceptance of ownership for being part of the problem and finding a solution. This is both a *moral* and an *intellectual* resource.

As I ponder the manner in which the research participants were involved, I am struck by the degree to which 7/8 teachers exemplify the attitudes described by Huberman and Dewey. Thus, it is not surprising that reflection proceeded successfully in this study since such attitudes were overwhelmingly present. It is important to note that the one teacher who was the least open-minded, the least whole-hearted and the least inclined to admit to being part of the problem, found reflective opportunities extremely uncomfortable (almost annoying). At one point, she approached me with the question "What do you mean by reflect?" The issue of self, as it relates to engagement in teaching, is expressed by Maxine Greene in this way:

*It (teaching) demands of you a reaction which cannot be prepared beforehand. It demands nothing of what is past. It demands presence, responsibility, it demands you (p. 3).*

Evans (1996) describes self-efficacy as a major deterrent to burnout in which there exists a sense of "inconsequentiality" (p. 95). He discusses the role of efficacy in motivating teachers' performance, and sustaining



them through adversity, which is a natural part of most reform efforts. He writes..

*...when one's sense of efficacy is low, whether as a result of internal psychological issues or of external pressures and constraints, one's effort, engagement and persistence weaken (p. 95).*

Reflective practice requires grounding in a teacher's appreciation system (Schon, 1983). That is, a veteran's repertoire of values, knowledge, theories and practices all influence how she recognizes dilemmas, frames and reframes them, makes judgments about feasibility of solutions and investigates outcomes of implemented strategies. Therefore, work with highly experienced teachers in this study was designed to provide opportunities to learn reflective processes (use of a running record) in conjunction with strategies that served to unfreeze ensconsed appreciation systems, (i.e. critical feedback, peer dialogue).

In this study, there were "feeders" which appeared to fuel reflective processes and bolster efficacy. Raymond, Butt and Townsend (1992) point to one "feeder", attributing a teacher's drive for self-improvement to deeply personal [biographical] roots. They describe early life experiences as "seeds" for present teacher behavior in regards to efficacy. I concur with these researchers, but also was moved by these teachers' unconditional commitment to the success of students, which seemed to fuel reflective activity. Theissen (1992) strongly advocates for a new approach wherein *"teacher educators...take urgent steps to promote the view of teacher education as an ongoing enterprise in which teachers and pupils work together through principles of research to refine classroom practice"* (p. 100). Griffin (1987) discusses the value teachers place on student relationships noting that:

*the importance [of students] has been associated with teachers' sense of efficacy, with teachers' views about their place in the larger society and with their willingness to participate in individual or school development activities and strategies (p., 248).*

In addition to consideration of elements which fuel reflection, it's important to define it more succinctly before discussing its benefits. My initial understandings mainly involved two basic levels of reflectivity which Van Manen (1977) describes

*... the effective application of skills and technical knowledge... reflection about assumptions underlying specific classroom practices...applying educational criteria to teaching practices to make individual and independent decisions about pedagogical matters (p.20).*





Clift, Houston and Pugach (1990) also capture my perspective:

*Reflection is a process that leads to thoughtful mediated action usually involving putting into practice of research findings and theoretical formulations of education...help(s) teachers replicate classroom practices that empirical research has found to be effective (p. 23).*

I am convinced that, the reflective practice component of Reading Recovery transformed me as a veteran literacy teacher. It deepened my understandings about myself as a learner as well as expanding my knowledge base about literacy practice. Reflective practice allowed me—as it did the research participants—opportunities to view learning as constructive. I learned it was okay not to know. I learned “*there is no magical linear line from novice to expert, but rather many false starts, recursive thinking, reflective moments, and problem solving episodes*” (Roskos, Risko, Vukelich, p. 234, 1998).

Prescriptive methods of professional development do not work for the seasoned veteran who brings years of experience, and deep personal meaning to her work. I posit that the practice of reflection naturally includes support via networking and challenge via risk taking. Many veterans need large doses of support to validate efforts, which several participants mentioned. In addition, these teachers were challenged to think harder, longer and deeper. Reflective practice enabled these veterans to make sense out of their daily work in an environment of trust where support *and* challenge were welcomed. This study incorporated reflective practice operating within Winnicott’s theory of the “holding environment”: support and challenge helped these veterans “*carve a boundary [between themselves and their environments] in a way that allowed [them] to consolidate each new sense of self so that [they] could maintain meaning and coherence...yet remain open to...fresh wonders*” (Daloz, 1986, p. 190).

Shulman (1987) contends that teaching is an intellectual practice which not only includes what teachers know but *how* they will attain that knowledge. Reflective practice serves as a scaffold assisting veterans (many with entrenched views), to move beyond mere *acquisition* of content knowledge to critical and deliberate *application* of knowledge in meeting specific student needs. Reflective practice—due to its research-based nature—also serves to *lessen* the tendency of veterans to rely solely on experience and tacit understandings.

*Pragmatic to a fault, most veterans over rely on first-hand experience and gut reactions in making professional judgments, not well grounded rationales, which seriously limit the intellectual quality of their coaching, and obstruct the development of critical reflection skills (Roskos, Risko, Vukelich, p. 231, 1998).*



This realization of pragmatism was experienced by several research participants: Tracy bemoaned years of unsystematic assessment resulting in low expectations and accompanying inappropriate book selections; Ora vowed to continue her focus—as a grade level team leader—on acquiring research based rationales for daily decisions steering clear of overreliance on gut reactions. Mona critiqued past instructional decisions realizing she'd relied on what was comfortable rather than what was appropriate (i.e., assigned, sequenced basal reading versus independent, self-selected reading).

Scouting the terrain of literature an reflective practice could have taken me on an endless journey. The amount of available research was voluminous forcing me to reflect on selection of specific prototypes as I shaped this study. In this project, I primarily drew from two sources. In the first conceptual framework, developed by Grimmett, MacKinney, Erickson and Riecken (1990), the *place* of knowledge is a key ingredient in a teacher's reflective process. There are three aspects: (a) the source of knowledge that is reflected upon (b) the mode of knowing represented by the particular conception of reflection (c) the use to which that knowledge is put as a result of the reflective process (p. 22).

To elucidate this model, I provide how I believe each mode of reflection could play out:

- Scenario One: I reflect on my practice using research-based practices that direct my teaching. Knowledge is seen as an external source of mediating my teaching actions.

- Scenario Two: I reflect on my practice using research-based practices, but those practices are mediated through colleagues and the context of actual teaching situations. Knowledge has a relativistic quality, and informs rather than directs my teaching action.

- Scenario Three: I reflect on my practice by reconstructing my experiences, and using context of the setting and application of personal knowledge. Knowledge is seen as dialectical and emergent and is used to transform my teaching actions.

A professional development prototype designed by Wildman, Niles, Magliaro and McLaughlin (1990) also served as an impressive resource. The work of these researchers was directed by the belief that “meaningful reform” evolved out of a conception of teaching as “*deliberative or reflective activity which would improve as a teacher became increasingly empowered and skilled at conducting inquiry.*” They also believed that “*in the rush to improve practice, teachers’ voices were being ignored in the*





suggested formulae for reform” and that “the power of research lay more in its usefulness in informing and improving teacher’s deliberation about their practice than in providing rules and regulations through which practice could be...governed” (p. 141). This model promotes reflection as an “action oriented enterprise” providing tasks which generally transition teachers from a less to a more “systematically reflective posture.” This shift in posture was supported by “varying both the degree of complexity and uncertainty of the task, as well as the extent to which the task focused on the teacher’s own teaching or that of another.” Thus, videotapes were widely used as was done in my research. The researchers’ description of their project mirror my own:

*First we wanted to develop a set of training tasks and procedures that could reliably stimulate veteran teachers: (1) an attitude of inquiry and reflection (2) a sharpened ability to look at teaching and talk about it with colleagues (3) the confidence that they could effectively influence their own professional lives [as well as that of novices]. Second, we wanted to identify those factors in the work place that contributed positively and negatively to collaborative reflection and to develop profiles of reflective work as it occurred in natural settings... Moreover, through tasks that allowed for practice and immediate feedback, skills important to reflective practice could be activated, shaped and refined. Finally, tasks assigned outside the immediate training context and oriented to each participant’s own teaching situation helped teachers bring some structure and relevance to what could otherwise be an amorphous request (i.e, go reflect on your teaching!) (1990, p.141-142)*

This final point regarding relevance speaks to the transformative power of orienting new skill development to a teacher’s actual teaching situation. Reflection on one’s teaching reaps limited rewards if divorced from the actual classroom context. Thiessen (1992) calls for a reconceptualization by teachers wherein they view “the classroom as not only a place of work but also a source of professional development” (p. 86). To carry out the job of teaching should naturally involve the simultaneous development of one’s practice. He sees the classroom as “the culture in which teachers and students form, make sense of and adapt their development experiences...the classroom is both the means and the end to teacher and student development...” (p. 88). I subscribe to this view, and found that study group meetings-while immensely beneficial-did not replace the classroom as the major laboratory for reflective practice. Theissen writes:

*Teachers and students...learn primarily from interactions of the classroom, using their evolving relationships to promote reflection, to understand their circumstances, and to alter their patterns of work. The actions of teacher development became intertwined with the actions of the classroom itself (p. 90-91).*





In this study, reflection grounded in classroom assessment practice, served to spark dialogue, foster experimentation and ultimately transform instruction.

But what happens when reflective processes are not valued, embraced or encouraged? Steffy et al (2000) describes “withdrawal” as a “form of disengagement” that leads teachers to “*remove themselves from the reflection-renewal growth process*” (p. 15). It appears in stages, and is progressive if left unattended. Initial levels of withdrawal usually begin when the reflection-renewal cycle is broken. It starts with “*a change in the educator’s internal motivational drive*” of which they may or may not be aware (p. 16). Teaching remains adequate, but there is little or no self-initiated learning. Withdrawal features fall into three categories of negative teacher traits which become increasingly negative as withdrawal deepens: physical, emotional and mental (Pines, Aronson & Kafrey, 1981). Some mental signs include diminished self-esteem, pessimistic attitudes and blatant obstructionist behavior in the face of proposed reform.

According to Steffy et al, teachers in withdrawal become “gatekeepers” who literally “filter or deter” school improvement changes they’re asked to make. At the deepest level of withdrawal, all learning has ended with a view of reflective practice as antithetical to one’s values system. No student should be subjected to the action of a teacher in deep withdrawal. Strategies must be collaboratively developed so that (1) astute administrators recognize initial withdrawal signs, (2) the reflection-renewal growth cycle is maintained throughout a teacher’s career. Some ideas for promoting and sustaining reflection, grounded in daily practice, follow:

- Teacher-led focus groups studying specific journal readings about a classroom based issue or problem.
- Funded conference attendance for pairs or groups of teachers who are responsible for sharing with colleagues back at the school site.
- Participation in a mini-sabbatical to pursue an action research project alone or with another veteran
- Thematic case studies (written by teachers) of focal students in study groups facilitated by mentors knowledgeable about that curricular issue
- Use of diaries or reflective notes which are “modalities” for reflection
- Involvement in analogue experiences which are “adult, integrated reading/writing/discussion challenges” requiring similar kinds of



thinking needed to plan for work with children (1993, Riley and Morocco, as cited by Solomon, 1999).

- Developing and maintaining constant attention to the mundane in one's classroom: Mary already had *reading groups* in her class. She began to question the extent to which her language with specific children *within the reading groups* was impacting strategic development.
- Remaining vigilante as a critic of one's own classroom practice: Ora constantly questioned the extent to which her instruction was reflected in research based literature. She developed from constant "informed interrogation of [herself]" (Thiessen, p. 94).
- Serving as an "independent, one teacher version of action research" : Tracy noticed that texts were too easy (after administering the running record) and began placing children on higher instructional levels. Mona noticed students' love of trade books, and began to use the basal less. These teachers used "their initiative as change agents to facilitate their own development (p. 94).
- Designing one's own professional development in which you "conspire with the world to make for [yourself] a heaven or purgatory of [your] own designing " including the following principles (Clark, as cited by Hargreaves and Fullan, 1992):
  - *Make beliefs explicit and visible by annually writing a credo of teaching.*
  - *Select professional development activities that help you improve upon your strengths.*
  - *Develop (and write) a five-year plan of ways you hope to be different or better.*
  - *Experiment with ways to nurture your own professional development in your "own backyard", i.e. your classroom.*
  - *Become more vulnerable; seek help for ideas, money or mere encouragement.*
  - *"Go first class." "Read great literature, visit Stratford and see a play, use the most beautiful room available for your conference."*
  - *"Blow your own trumpet" in order to "make coherent and public the ways your professional development is evolving." (pp. 77-83)*

Professional development of teachers is a multifaceted enterprise. Neither a teacher's sense of efficacy nor reflective practice act as sole agents in sustaining change. Rather, attention must be given to "*organizational conditions of individual development and critical consequences of school-level choices*" (Lieberman and Miller, 1992, p. 70) which involves the final two implications: constructivist-oriented contexts in which veteran teachers learn and work. The next implication discusses issues related to the context in which teachers learn: it deals





with the traditional notion of teacher learning: knowledge and skill development. Although not separate from one's learning context, work environment (a broader view of context) will be discussed as the last implication.

## Constructivist-Oriented Professional Development and the Veteran Educator

A third major implication for my work as a teacher educator is that among highly experienced practitioners, constructivist-oriented learning opportunities-facilitated by a trusted mentor-appear to foster transformative kinds of teaching. Hargreaves (1992) views the culture of teaching as a crucial "focal point" for "*creating a context that supports professional development*" (p. 16). Context, then, can be investigated as a focus and condition of teacher development. In this research project, I intentionally created certain conditions for learning including setting up an inquiry mode of professional development (Pinnell, 1994) involving practice and application as well as selection of an assessment tool which necessitated "*observations of phenomena important to these [teachers] and which they encounter[ed] in their daily work*" (p. 19). Simultaneously, context was a focus of teacher development in that my continuing aims were to engender trust, lead from behind and foster collegial dialogue, feedback, risk taking and perspective-taking.

In the constructivist view, "the ultimate purpose of professional development is less to implement a specific innovation or policy and more to create habits and structures that make continuous learning a valued and endemic part of the school culture" (Fullan and Steigelbauer, 1991 as cited in Steffy et al 2000, p. 102). Taylor presents similar ideas:

*..constructivism provides...a strong methodological rationale for facilitating teacher conceptual change. It requires that teachers' existing knowledge and beliefs be the starting point for a socially negotiated process of conceptual change. A collaborative research relationship with a teacher-as-researcher focus provides a context for the teacher to evaluate the viability of [her] pedagogical beliefs, knowledge and classroom actions. An interpretative research approach*



*provides a means of interpreting qualitative classroom-based research data from a constructivist perspective, providing the teacher with operative knowledge of constructivist epistemological principles (1990, p. 6).*

It is now widely understood and documented that constructivist-oriented professional development initiatives are an appropriate conduit for reform of teaching practice (Mosenthal & Ball, 1992; Hargreaves & Fullan, 1992; McGilly, 1994; Zahorik, 1995; Steffe and Gale, 1995; Sparks and Hirsch, 1997; Shanahan & Newman 1997; Scheurman, 1998). Constructivist approaches strive to do far more than assist teachers in altering instruction. Veteran teachers are now being required to drastically reorient views of their role and that of students. Those reorientations must be encouraged, nurtured and modeled within professional development settings. The following instructional implications for teachers seem equally viable for teacher educators:

*...[teacher educators] will have to learn to guide, not tell; to create environments in which [teachers] can make their own meanings, not be handed them by the [teacher-educator]; to accept diversity in construction, not search for the 'right answer; to modify prior notions of right and wrong; not stick to rigid criteria and standards to create a safe responsive environment that encourages disclosure of [teacher] constructions, not closed judgmental system...[teachers] will have to learn to think for themselves, not wait for the [teacher educator] to tell them what to think, to proceed with less focus and direction from the [teacher educator] not to want for explicit [teacher educator] directions; to express their own ideas clearly in their own words, not to answer restricted response questions; to revisit and revise constructions, not to move immediately on to the next concept or idea (Airasian and Walsh, 1997, p. 448).*

Cautions, in regards to such implications, include eliminating the dichotomy between "explicit teaching" and "inquiry teaching". Skilled teacher-educators explicitly teach inquiry skills and habits of mind in an inquiry-oriented atmosphere (Flick, 1997). Secondly, balance must be achieved in activities which engage teachers in and constructing and receiving knowledge given that not all aspects of a subject can or should be taught in the same way or be acquired solely through "hands on" or learner-centered means (Airasian and Walsh, 1997).

In constructivist-oriented professional development, teachers are optimally engaged when students are at the center of learning investigations. Classroom based explorations in which "*materials or instructional models are varied incrementally until a promising mix is found then consolidated*" (p. 135) were cited in research by Huberman (1992) as the major vehicle through which experienced teachers achieved mastery. Collegial work and inservice offerings placed second and third





as supports for mastery. These findings serve to bolster my research conclusions about the relationship between high levels of teacher engagement and interest in students' success. In several instances these veterans attributed sustained levels of energy and the drive to "keep on keeping on" to concern for students. The view of teaching as a craft, and the classroom as a laboratory for learning facilitates *lasting* change, according to Huberman. He asserts:

*...the key lies in the ways by which the group works through its tasks and, in particular, the necessity of each member actually to experiment in the classroom with the skills and strategies that emerge from discussions and observations...I have tried to argue that the chief reason why this mode is effective is that it involves the kind of tinkering which teachers use spontaneously to test, improve and derive pleasure from their work. Loosely structuring this process [i.e. a study group] should raise it to a much higher power when one brings into it peers trying out similar approaches, opportunities for ongoing exchange, access to consultants or to fellow crafts people slightly more skilled in this area than oneself, and probably, more intensity and care than one would spontaneously put into it if one were alone (1992, p. 138).*

In reflecting on Huberman's words, Tracy's admissions echo in my ear, recounting how she would not have maintained consistent assessment records without study group involvement; Ora's comments also reverberate when she admitted focusing initially on her focal student's misbehavior, but shifting her attention (due to my gentle insistence) to more cognitive assessments of behavior. In both cases, student-centeredness propelled teachers' interests, and constructivist elements (ongoing exchange; fellow skilled craftsperson) enhanced professional development.

Capitalizing on teacher's interests and concern with students leads to considerations of the content of professional development. What understandings or skills should be our focus? Riley et al posit that "*the ways teachers think about individual students, at least, in the area of literacy, are closely tied to their basic view of teaching and learning*" (1995, p. 172). Practice appears to be driven by teacher thinking in regards to reading and writing (Zahorik, 1995). I concur, and thus selected the running record as an assessment tool that would facilitate teacher thinking about the reading process, and how young children acquire literacy (Fountas and Pinnell, 1996). Solomon (1999) cites the research of Driscoll in this regard:

*...We saw assessment as a fertile ground for teacher development because, when structured appropriately, assessment activities can engage teachers in exactly the kind of active observation and reflection characteristic of constructivist pedagogy. By revealing students' knowledge and misconceptions, good assessment tasks can provide teachers with a powerful tool for actively reshaping their instruction to*





*fit their students' needs. Moreover, we hoped that teachers would come to see teaching as essentially a process of assessment. We hoped that they would no longer view assessment as a separate end-stage activity used to check knowledge gains after instruction, but rather as an ongoing interactive process of instruction... It would be our job to structure a process to ease their transition, facilitating their movement from reliance on assessment as judgment to assessment as diagnosis...(p. 81).*

In my study, this researcher's ideas are epitomized in Fanny's journal entry midpoint during the project:

*I'm learning that you cannot talk about teaching without talking about assessment. I never would have made a statement like this a few months back.*

Lieberman and Miller (1999) also see shared dialogue centered around the use of assessment as a way to communicate about experiences and values. They see this as "*professional development of the highest order*" placing teaching and learning rightfully in the realm of experience—one that is "*shared, public and accessible to others*" (p. 70). [Another content area deserving my future attention is work with the second language learner in literacy acquisition]

I am convinced about the efficacy of constructivist-oriented professional development in helping the veteran teacher "*learn the skills and perspectives assumed by new visions of practice, and unlearn the practices and beliefs about students and instruction that have dominated their professional lives to date...*" (Darling-Hammond and McLaughlin, 1995 as cited in Sparks and Hirsch p. 3). My own professional development experience in the Reading Recovery program provided me with the "*occasion...to reflect critically on [my] practice and to fashion new knowledge and beliefs about content, pedagogy and learners*" (p. 14). Constructivist theory holds that "*learning is promoted when there is a partial discrepancy between existing cognitive structures and new experience*" (p. 9). Herein lies a major role for the mentor or "knowledgeable other" (Pinnell, 1994) within the professional development context. If we want teachers to view students' endeavors as "works in progress", we must hold that same attitude as teacher educators about teachers as learners.

Solomon views teaching as an intellectual process. She refers to teaching behaviors as "artifacts" of instructional decisions. Thus, the *purpose of a mentor is to build a teacher's capacity to make thoughtful instructional decisions*. In the foreword of her book, she writes:

*The intent of coaching is to modify teacher's capacities to modify themselves...the constructivist [mentor] in an atmosphere of trust challenges existing practices, assumptions, policies and traditional ways of delivering curriculum (1999)*



McLaughlin (as cited in Lieberman and Miller, 1990) describes the role of consultants as critical in facilitating enduring change. In studying implementation strategies, these researchers found that skill-specific training minimally influenced student progress, and was short term due to its inability to assist teachers in assimilating and integrating project methods. Staff support activities were necessary to sustain gains made by teachers in the training. A major element in the staff support component involved use of local (in system) consultants and those provided externally. Teachers found in class concrete assistance provided by in-system coaches as invaluable as they attempted to implement new practices. These local consultants were judged more helpful due to accessibility and provision of assistance that was situational. External consultants, generally were seen by teachers as *“too abstract to be useful”* and providing *“a lot of generalizations and worthless theory”* (p. 65). Those consultants deemed most useful also facilitated teachers’ own problem solving efforts rather than providing the solutions. Researchers concluded that while external consultants can stimulate professional growth and support change efforts, it is not the *“externalness of the expert that inhibits their effectiveness but how they interact with the local setting.”*

These findings are not surprising given responses of my research participants regarding my role and that of local consultants. In all cases, for example, in school-wide literacy models, teachers valued support by in-school specialists more than that of external consultants supplied by the intervention agency. For example, the in-house literacy coach was often mentioned while the outside consultant was not alluded to at all when Fanny spoke of professional development supports. Although classroom visits were not part of my research design, several teachers saw that as a shortcoming (as I did), and were clearly desirous of my input as a “sympathetic critic”. It is my contention that these classroom exchanges would have helped teachers gain more solid footing as they *“risk[ed] discomfort in return for a world always ready and deep”* i.e. feedback from an informed source (Oberg and Underwood as cited in Hargreaves and Fullan, 1992, p. 168,170).

Several teachers also alluded to the “tone” I set as the facilitator. Underwood believes tone’s *“essence is respect for individuals, a discriminating respect which balances appreciation for the already developed with positive expectations for the not yet developed”* (p. 17). I was committed to establishing an atmosphere wherein I appreciated the “goodness” of the teachers and their work; I trusted that they sought meaningful learning encounters; and I was vigilante about validating their





conclusions and impressions (even when I disagreed). This constitutes an essential element of a mentor's work; with this calculated orientation on my part, teachers felt empowered to take risks resulting in significant cognitive leaps and accompanying student strides.

Stein, Smith and Silver (1999) propose ideas which call for radical shifts on the part of professional developers as they support teachers in transforming practice. Their contentions underscore the need for mentors to reconsider how *they* conduct the business of professional development. Just as there was discomfort for teachers in my study, I now feel that same sense of disequilibrium as I reflect on the suggestions of these researchers. They describe four components of a new paradigm for my work as a teacher educator. Some, clearly, present more of a challenge than others.

First of all, they call for a change in our use of strategies: from a focus on ideas or techniques presented in primarily workshop format to a focus on building capacity to understand subject matter more deeply in site based formats.

Secondly, consideration of knowledge and beliefs of all participants must be more inclusive: more co-constructed agendas, increased understanding of group dynamics versus individual teacher development and emphasis on problem solving which assists transfer of a new practice to real world setting.

Thirdly, the extent to which context shapes success of a professional development venture requires more attention as well as increased support on site including classroom visits and interaction with "peripheral" colleagues by the professional developer (those colleagues not directly involved in the learning endeavor). I personally grapple with this point because of such strong beliefs about self-initiated effort. Close monitoring by administrators is required, I posit, for the educator who remains aloof despite provisions of support.

Finally, the element of critical issues addresses the need for me to supplement my work with the individual teacher by focusing on building a community of learners within the teacher/learner group. Historically, these researchers posit, leadership training has not been the domain of professional developers; but such training is required if veterans are to assume responsibility for capacity building within the profession. This final element clearly reflects Steffy's ideas about shifts that can be facilitated to move the veteran from professional to that of expert in the Life Cycle of the Career Teacher Model. This capacity-building phenomenon did surface as research participants spoke about follow-up ideas in our exit interview. Half of these teachers were planning to lead



collaborative work with colleagues as a result of study group involvement.

It is clear that teacher learning encompasses much more than mere acquisition of skills or content, and necessarily includes issues related to teachers' beliefs and personal theories about the processes of teaching and learning. A brief discussion follows which describe professional development efforts that espouse this approach in the field of literacy.

Riley and Morocco (1999) describe the growing transformation of a teacher, who, through increased student observation began to analyze her writing instruction due to "[her] unexpected success of [her] own instruction" (p. 27). The power of teacher thinking to impact practice was illustrated as this teacher began to scaffold children differently based on observational records. Riley et al (1995) emphasized the importance of helping teachers clarify basic understandings about teaching and learning stating that *"detailed knowledge of children's thinking is irrelevant if the teacher's major purpose is transmitting pieces of knowledge"* (p. 173). Another standard these researchers established was that these interventions *"need[ed] to be anchored in teachers' own classroom practice and take place over an extended period of time...changing mind set...ha[d] not been well accomplished through...sporadic inservice training most of [these] teachers had experienced"*. Finally the researchers believed that getting teachers more personally and *"viscerally engaged with the kinds of thinking required in authentic literacy activities"* would strengthen their observational skills regarding learner processing and student products.

Mosenthal and Ball (1992) describe the goal of their summer writing institute as *"help[ing] teachers see themselves as learners about facilitators of childrens' intentions in writing"* (p. 353). They declare that despite its importance, *"making teacher subject matter experts was not [their] goal"* in this particular professional development endeavor.

A final paradigm which Pinnell (1994, p. 19) describes as *"an inquiry-oriented system for staff development for all literacy teachers"*, suggests several guiding principles that evolved from work with Reading Recovery educators:

- An activity structure that builds strong content knowledge.
- Observation of phenomena important to participants and which they encounter daily in their work.
- Guidance from an expert.
- Daily work of an investigative nature.
- Careful records to guide investigation.
- Case examples for the group to consider.
- A group of professional colleagues who work together over time.
- Recognition of the central role of language.





More generally Lieberman and Miller (1999) propose a “growth-in practice” model (pp. 67-73) in which teachers develop through (1) direct teaching i.e., workshops, (2) “learning in school” i.e., peer coaching, collegial case studies (3) “learning out of school”, i.e., school university partnerships, educational reform networks. These researchers posit that participation in experiences – both organizational and individual – sustains one’s inclination to reinvent her teaching . A teacher can be inspired by provision of a variety of professional development formats which apply pressure with support, and offer different entry points based on one’s career stage.

I conclude this section by delineating a few cautions in regards to formalized professional development structures. First of all, forces exist which mitigate against the very experienced teachers’ value of involvement in constructivist-oriented learning opportunities. We have been socialized to believe in external authority, and thus self-initiated reflection and action does not come easily for many veterans (Ball, 1996). Our preservice and early training experiences served to exacerbate this “laborer” mentality: in many cases our practicum was an experience of having to prove ourselves rather than learn about ourselves (Gurney, 1989; Weiner, 1993). Veterans have deeply entrenched tacit values which require time to change, and are intricately tied to views of themselves as learners (Floden et al, 1995).

The knowledge base (in literacy) has been radically reshaped and expanded due to mind-boggling amounts of research over the past three decades. For most experienced literacy teachers, there is a *double whammy*: what we teach (content) has grown immeasurably and how we are to teach it constitutes a never-ending maze of possibilities (quite different from our training which provided recipe-like plans). Now add to these two challenges, who we are teaching i.e. student demographics. Teaching responsibilities, indeed, are absolutely awesome for most veterans (Perrone, 1991; Holmes Report, 1986; Goodlad, 1990; Ball and McDiarmid, 1990; Hague and Walker, 1996; Riley et al, 1995, Flick et al, 1997).

A final area of caution refers to notions of balance. Huberman found that the best scenario for satisfactory career development was through a “craft” model (1992, p. 136). That is, most experienced teachers who were happiest, at mid or end of career were those whose learning had proceeded through “tinkering” in their own classrooms. This finding would seem to fly in the face of all that’s been stated about social benefits of constructivist learning opportunities. However, it does not.





Teaching, by nature, tends to support individualistic tendencies (Lieberman & Miller, 1990). There must be a balance, I believe, between *privacy* to tinker with one's craft and *interactions* with peers to refine one's beliefs and practice. For example, teaching issues related to culture, class and gender cannot, I believe, be sorted out solely within the confines of one's classroom. These challenges need public airing so that teachers who are prepared to teach one kind of student learn how they might adapt their teaching via collegial interaction (Weiner, 1993). The study group participants demonstrate these principles in action. All of them had tinkered and continued to refine their practice over the past twenty or more years. Yet, each of them expressed appreciation for collegial networking and feedback about practice gained through this study group. It is even more compelling to note that desire to continue the group was unanimous.

One other issue requiring balance is the attention given to research in professional development initiatives. One researcher views reliance on incontrovertibility of findings as "incipient sexism" which embraces a masculine stance of hard-nosed certainty and over confidence. Hargreaves and Fullan in their foreword state:

*In a rapidly changing post modern world characterized by indeterminacy and unpredictability, this faith in the certainty of educational research findings is both exaggerated and misplaced (1992).*

This does not mean that we operate in blissful ignorance. It does suggest that research based findings are "tentative and provisional", that context matters, that the extent to which teachers believe in the practice/research-based finding impacts success of implementation. Research should not be used to support bureaucratic control, but to supplement meaningful discourse and "collective wisdom of practice." I now embrace such a perspective about "hard research", and have learned to interpret teacher disagreement not as a problem or sign of resistance, but rather as a venue for engaging in spirited dialogue while honoring that teacher's "soft" practical wisdom. This point alludes to the final implication, which involves matters related to the social dynamics of one's work environment, with particular focus on interactions with one's colleagues and one's principal.

## Contextual Relationships and the Veteran Educator

Among highly experienced practitioners, the quality of collegial relationships- particularly within a school-wields a powerful influence on the teacher's disposition to learn and grow. Despite the slippery nature of



collaboration as a concept which Hargreaves (1994, p. 17) refers to as "conceptual wooliness", it is a potent force to be reckoned with in terms of teacher development. Hargreaves and Fullan (1992), in their introduction, cite "ecological" or contextual matters as an integral element of a teacher's development. They maintain that the nature of context can "make or break teacher development." Hargreaves further contends that:

*Cultures of teaching help give meaning, support and identity to teachers and their work. Physically, teachers are often alone in their own classrooms, with no other adults for company. Psychologically, they never are. What they do there-their classroom styles and strategies-is powerfully affected by the outlooks and orientations of the colleagues with whom they work...teacher cultures, the relationships between teachers and their colleagues are among the most educationally significant aspects of teachers' lives and work. They provide a vital context for teacher development. What goes on inside the teacher's classroom cannot be divorced from the relations that are forged outside (p. 217-218).*

Maxine Greene (1990) cites Dewey's (1938/1963) view regarding the reality of teaching and importance of the social dynamic:

*The principle that development of experience comes through interaction means that education is essentially a social process. This quality is realized in the degree to which individuals form a community group. It is absurd to exclude the teacher from membership in the group. As the most mature member of a group, [she] has a peculiar responsibility for the conduct of the interactions and intercommunications which are the very life of the group as a community (p. 58)*

Aligned with Dewey's notions of community, Sparks and Hirsch (1997) posit that systems theory and constructivism have become driving forces in staff development efforts. Such efforts are no longer merely confined to what teachers learn, but who will learn *with them*, and how they will all learn *together* (Deming, 1986; Senge, 1990; Fullan, 1991). This pronounced social dimension is reflected as Sparks and Hirsch (1997) present a new vision of professional development:

- Improvement in teacher performance alone is insufficient. Success for all students involves self-renewing *organizational* efforts.
- *Involvement with colleagues* in job embedded learning, i.e. action research rather than sole use of transmission methods led by experts.
- A view held by administrators that they are managers as well as *instructional leaders*.
- Teacher participation in *new roles* involving staff development, i.e., *grade team leader, study group facilitator, school improvement*





*team member.*

Issues related to school culture are slippery concepts yet culture must be reckoned with if *enduring* change is to happen. Change necessarily involves confronting underlying cultural assumptions. Thus to change a school's structure, for example, requires attending "*not only to rules, roles and relationships, but to [teacher] beliefs, values and knowledge*" (p. 17). Schon (1992) defines culture as "the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously, and that define in a basic 'taken-for-granted' fashion an organization's view of itself and its environment (cited in Evans, 1992, p. 41).

Evans describes three levels of culture: artifacts/creations, values and basic assumptions. The first is the most tangible because it includes physical and social features of a school. However, these features do not always mean what we think they mean. Attractively decorated halls, for example, don't necessarily mean that student-centered learning is taking place. The second aspect, values, typically are espoused but not necessarily practiced. How often do we hear "every child can learn", but is every child learning? The third aspect of culture—assumptions—provide the most profound indications of a school's culture. They "endure over time" producing a "unique common psychology" among teachers (Vaill, 1989, p. 17, as cited in Evans, 1996). Generally, entrenched and not visible to the naked eye, this layer of culture is the most impenetrable in regards to change. In my study, three teachers spoke of intractable cultures, which continually posed daunting challenges for them as learners. It is interesting to note that those teachers who talked the most about this issue were in Steffy's expert phase or rapidly moving towards it. It is, thus, my supposition that the more expert a teacher becomes, the more sensitive her reaction to broader issues of context. That is, she begins to "have new eyes" in regards to issues that extend beyond her immediate practice. I contend this encapsulates the concept of development which mandates incorporation of practice and person.

Hargreaves (1992) describes culture in yet another way. In this view, the content of teacher culture is made up of beliefs, values, habits and shared ways of doing things in a school. It is "what teachers think, say and do" (p. 219). However, he contends that it is the form of teacher culture or "patterns of relationships" that need to be studied. It is through these forms or associations with one another that content (i.e. assumptions, beliefs) is defined or redefined. Put more simply, changing one's assumptions, (and ultimate practice) tends to parallel changes in



the ways teachers relate to one another. (This principle, I hypothesize, is reflected in the high correlation between positive collegial interaction in the study group and the pace of change in beliefs and practices by participants.) Hargreaves admits that content of culture is immeasurable. He, however, describes four key forms of culture (1992, pp. 220-230). He believes:

*understanding the major forms of teacher culture can...help us understand much about the dynamics of educational change or its absence... It is in the patterns of relationship between teachers and their colleagues...that much of the success or failure of teacher development and educational change is ultimately to be found"* (p. 232).

Strengthening of collegial bonds is, therefore, a major concern for me as a teacher educator. The impact of interpersonal relationships on one's disposition to continually grow was evident in my research. It is a personal reality, which Maxine Green (1990) views as absolutely vital for building a community of learners and expanding our professional horizons. She asserts:

*...It is when teachers are together as persons, according to norms and principles they have freely chosen, that interest becomes intensified and commitments are made. And this may open pathways to expanded landscapes, richer ways of being human-unique and in the 'we-relation' at one and the same time (p. 13).*

My study found that despite its powerfully positive impact on teachers, collegial interactions can also wield a psychologically painful influence. Research of Raymond Butt and Townsend (1988) demonstrated this as well. Within their study of teacher's life stories, no particular comment was solicited about colleagues, yet 98 percent of teachers commented on intercollegial relations: 80 percent reported negative events; 60 percent described positive aspects of collegial relationships. Therefore, collegiality is problematic, but it seems that with appropriate contexts and supports, it is an impressive facilitator of teacher development as the following selected studies indicate.

In Steffy's Life Cycle of the Career Teacher Model (2000), collegial participation constitutes the most substantial indicator that the reflection and renewal process has become internalized. This model emphasizes changing roles overtime, which facilitates richer intercollegial relationships as teachers progress through the phases. Ideas for creating and promoting such structures require more attention by stakeholders, since it is widely accepted that collaboration facilitates schools as communities of learning (Lave & Wenger, 1991; Palinscar, Magnusson, Marano, Ford and Brown, 1998).





Rosenholtz (1989) studied the school as a workplace seeking to identify schools as “learning enriched.” In such schools, teachers had shared goals, adhered to a widely accepted mission, and initiated experimentation and innovation. This was all supported by a principal who was actively engaged in ongoing efforts at problem solving through administrative arrangement of schedules, times, rewards and incentives.

Lieberman and Miller (1999) also cite several studies which support the concept of enhanced collegiality as a major vehicle for encouraging teacher change. Professional communities in which teachers and principals work collaboratively reinforce a climate of respect for teacher’s work, resulting in culture changes leading to enhanced instruction (Little 1993/1996; Newmann and Wehlage, 1995). Peer support validates the struggles veteran teachers encounter as they wrestle with reform. Additionally, Lieberman (1998) posits that professional communities serve as “mediators for teachers’ interpretation and analysis of student learning” occupying a place in between mandates from the top and practical realities at the bottom (Stokes, Sato, McLaughlin and Talbert, 1997).

The balance between collaboration with sole inside knowledge (which may end up as war stories) and overuse of outside knowledge (which may seem too theoretical to practitioners) can be maintained via professional communities. Outside knowledge i.e., consultants’ ideas need not be viewed as mandates to follow, but rather as an appropriate way to apply pressure with support. Sharing inside knowledge i.e., grade level analysis of student writing creates a sense of community, and is essential to change which endures (McLaughlin and Oberman 1996; Aness, 1998; Shulman, Lotan and Whitcomb, 1998, as cited in Lieberman and Miller, 1999).

A final area in which collegial work supports teacher development is the building of “an ethic of collaboration”. Often teachers are “*encouraged to learn alone but act as colleagues*” (Lieberman and Miller, 1999, p. 64). Learning together and working collaboratively is a relatively new model of interaction for veteran teachers. It seems that our professional ethic of care leads us to mistakenly believe that any level of disagreement dismisses any possibility of collaboration. When engaged in common work, there will be discord; perspective taking skills must be learned, and requires lots of opportunities for collegial dialogue and work (Fullan, 1991; Hargreaves, 1994; Bennis and Beiderman, 1997).

Solomon (1999), in her volume containing selected research studies, seeks to support the work of staff developers as we attempt to help teachers shift from traditional instructional stances to more





constructivist-oriented ways of practice. Several of these action research projects confirm the notion of teacher change facilitated by changes in the professional culture. For example, Watt and Watt describe the relationship between engagement in action research and increasing levels of collegiality. Another study by Matsumoto outlines the transformation of culture when teachers and principals engage in collaborative learning and long range planning. Hammerman explored the concept of teacher inquiry groups. Similar to my study findings, capacity building was an unplanned outcome. Teachers became more confident, and articulate about their work. Although there was significant cognitive discomfort, each participant opted to continue as part of the inquiry group once the project ended. Hammerman notes the evolution of different cultures of the various spin-off groups as the second year began. I, too, noticed teachers seeking different avenues for extension of study group learnings. These differences illustrate my initial implication: veteran teachers have varying styles, interests and developmental needs which I believe represent the raw material of my work as a teacher education. *I am, in fact, fanning coals, not lighting fires.*

As research participants shared contextual supports and impediments to growth, it was no surprise that the principal was mentioned. As I contemplate my own development, former administrators stand boldly in the landscape of my mind. A rush of appreciation comes over me as I reflect on all the ways I was nurtured to develop: being consulted with for school-wide initiatives, selected to lead innovative projects, persuaded to write grants, buoyed when risk-taking resulted in failure, and even being encouraged to assume a new position outside the school. I poignantly recall a conference with a principal as I struggled to decide about leaving for “greener grass”. I tearfully expressed my gratitude for her mentoring while admitting deep pangs of betrayal. She dried my tears using a box of Kleenex she kept on her desk for just such occasions, and quietly whispered “it’s time to move up and on”. She truly practiced what she preached: on her wall was a plaque with the words of civil rights activist, Mary Church Terrell that read, LIFTING OTHERS AS I CLIMB.

This very personal revelation illustrates the vital role of a reciprocal relationship between an administrator and teacher. Lambert et al (1995) describe the role of a principal as an enabling one in which reciprocal relationships assist teachers in learning that leads to new ways of thinking and behaving. As teachers operate in this kind of “interactive professional culture”, effective principals lead them towards change and growth (p. 36). I conducted a pilot study in 1998 to explore the extent to



which effective administrators facilitated reciprocal relationships. Each of the three principals I studied valued relational ties, deliberately orchestrating the set-up of varying modes of collegial networks; all valued management but viewed instructional leadership as vital; all unabashedly advocated on behalf of children; and all were self-efficacious believing their personal involvement and investment made a difference in the lives of their students, teachers and parents.

My findings in the pilot study reflect views held by participants in my research. In 75 percent of the cases, a positive relationship with the administrator supported the teacher as a learner. In fact, the teachers welcomed interaction finding it affirming. In two cases, dual forces were at work: the administrator supported the teachers privately, but publicly was a crowd pleaser. There were high levels of mistrust and *“most of us prefer to be led by someone we can count on when we disagree with [her] than someone we agree with but who frequently shifts [her] position”* (Evans, 1996, p. 84). There was only one case of absolute enmity between the teacher and administrator. This case, perhaps, exemplifies Hargreaves’ challenge as he calls for “administrative humility” in sharing the responsibility for educational purpose” (p. 235). Similarly, Lieberman and Miller (1999) suggest the need for principals who are “collaborative learners *and* teachers advocat[ing] for democratic roles which help veterans reinvent themselves. Pasch et al present a strong case for rethinking the role of the principal in regards to highly competent experienced teachers:

*Expert teachers may challenge an administrator’s traditional view of his or her role; however shared decision making and leadership are needed to maintain vitality of the school. Administrators also must be given opportunities to reflect and grow. Administrative programs must inculcate an understanding of teacher development and how to support it. These programs also must provide support for administrators in a changing environment...Administrators must view the provision of phase related support as a right rather than a privilege for teachers if they are to put the vision of maintaining excellence across the career into practice* (2000, p. 114-115).

This tension is also captured in research by Raymond, Butt and Townsend (1992). In retelling life stories, 45 percent of teachers wrote about positive relationships with administrators; 75 percent described negative examples of work with principals.

Lieberman and Miller cite research by McLaughlin from the Rand Change Agent Study which underscores *“the multiple and critical ways in which many of the most important conditions and supports for staff development are within the control of school leaders”* (1990, p. 73). According to these researchers, in the most collaborative settings,





principals establish norms for professional growth by insisting on problem solving and risk-taking as a school's natural mode of operation. A major responsibility embraced is that of creating and continually nurturing communication networks that foster *perpetual* growth. Finally, such leaders are seen as “*managers of opportunities*” brokering multifaceted ways to motivate and validate teachers. An example from my pilot study highlights this facilitative spirit:

*When people come in and say you know, “Do you have 25.00, I’d like to buy X, I’ll try to find it for them. I say to them if you need something, let me know, maybe I can’t buy it this year, or this month but I can buy it in July. If someone tells me they need turquoise colored noodles, I’ll go and find turquoise colored noodles. One of my teachers wants to hatch quails, I have names for him. Hey, call this lady, she has quail eggs to sell.*

*(Jerold, Principal, Hague School)*

Systemic (district-wide) issues, to a much lesser extent, impacted research participants’ *attitudes* toward growth and renewal. First of all, these veterans commented on the need of the “powers that be” to simply recognize and value their consistent career-long efforts. Wolfe et al (2000) see this as an issue requiring systemic attention as well. They assert that often professionals who do the job well, consistently getting good results, are neglected by school or system administrators. Ironically, many teachers, themselves, resist the notion of public recognition of peers. Evans points out that perhaps this is just another example of devalued people “*banding together in their deprivation*” rather than celebrating well deserved acclaim afforded to one of their own (p. 265). It was personally gratifying to hear these veterans speak boldly about their importance and need for more appreciation by “the system”.

Participants spoke quite positively about newly developed district-wide literacy initiatives. In at least fifty percent of the cases, the system-driven concentration on formative assessment fueled their interest in this research project. Interestingly, only one teacher complained about the progress of these initiatives; that complaint was rooted in the fact that her school had selected a “home-grown” option which called for minimal system-wide oversight. She felt her school was adrift with little direction and coherence. This would seem to highlight findings by McLaughlin (1990) in which teachers gave high marks to district-wide efforts in terms of “concreteness” and “intensity”. Teachers valued practicality and classroom follow-up utilizing district resources. Evans (1996) described similar elements as essential for successful innovation: coherence and continuity.

A final contextual issue regarding systemic factors involves



considerations of balance. Teachers in my project complained about powerlessness, top-down decisions, and being excluded by policy makers and change agents. Fallon, Bennett, and Rol-heiser-Bennett (1989) support a perspective requiring balance among researchers, policy makers and practitioners. Teachers must be viewed as more than mere implementers of policy, but as constructors and reconstructors. Teaching is a “developmental and thoughtful action” much more than managed “service and performance” (as cited in Lieberman and Miller 1990, p. 106). Policymakers must *adapt* thinking and *adopt* practices which uphold teachers as *people who, think, reason and critique*.

Similarly, a balance must be struck within a school’s culture wherein “*collaboration and collegueship are promoted and* where individual integrity and artistry are allowed to flourish.” I personally contend the principal plays a major role in the ongoing fragile juxtaposition of these two critical contextual elements. If we hold to a developmental view of learning for teachers, we must recognize teaching as a craft incorporating a teacher’s “imagination, spirit and inspiration...” (p. 108). Teaching is characterized by a privacy ethic. Unilateral agreement has not yet been reached on standards by which to measure one’s professional competence. There is a constant sense of vulnerability. Thus, the one place teachers can gain some sense of control (and confidence) is in the exercise of teaching artistry within their own classrooms.

Top down mandates create what Hargreaves (1992) describes as “bounded collaboration” restricted in “depth scope, frequency and persistence.” Such collaboration involves colleagues operating at surface levels, inattentive to principles of practice and focused on “routine-advice giving, trick-trading and material sharing...” (p. 228). It does not involve sorting out deeper issues of values and judgements which facilitate changes in culture. Balance is essential: organizational innovation requires change individual by individual. In my study for example, individual teacher’s practices had undergone tremendous transformation, but as Ora stated “one teacher can’t make the difference in a school”. Sparks and Hirsch (1997) posit that “the ultimate criterion against which systemic change efforts must be judged is their effect on student learning” (p.14). Collegial learning is a major catalyst for systemic change; when teachers learn, children learn. (Neuman and Roskos, 1996). What are some specific research based strategies for nurturing collective teacher learning?

Raymond, Butt and Townsend (1990, p. 157) describe a process called “collective autobiography”. Conducted with a school based group and one administrator, this study showed that developing an





autobiography is a basic form of professional inquiry. Through reflective journals, group discussion, private conversation and discussion with a facilitator, action plans are developed which are practice-oriented.

Thiessen (1990, p. 95) describes three teacher to teacher approaches which incorporate capitalizing on others' knowledge with deliberation about relationships between planning and teaching. For example, in "*building joint endeavors*", teachers team-teach with one teacher acting as the "expert" organizing the unit activities, and the other serving as the "assistant" who learns from the "expert". They then exchange roles. In another strategy, "*probing for meaning*", teachers compose vignettes about students, then react to each others' accounts. In a third strategy, "*promoting collaborative development*", teachers serve as consultants to a partner who determines the focus of an observation with all else negotiated including how observations are gathered, interpreted and used. A related strategy involves dialogue wherein teachers elaborate on relationships between espoused theories and theories in use within the context of study group or similar setting. In my research project, this spirited dialogue was heightened by use of videotaped work with focal students.

Action research can serve as a process for collegial learning. Holly contends it is the "missing link" in present debates about teacher collaboration. When teachers engage in such research, the school becomes a "center of inquiry" (Holly, 1989). Action research serves as a powerful catalyst for shifting ownership of innovation to educators themselves. Given the developmental perspective I embrace, action research has tremendous potential in the area of staff development efforts carried out with experienced teachers. Not only is there lots of room for "self confrontation", but the change process gets "*personalized to the point where the teacher becomes 'hooked' on her change agenda.*" (Holly, cited in Lieberman and Miller, 1990, p. 133). Action research is participatory, rooted in practice and "built in" versus "bolted on" (p. 143).

This study project was a form of action research: research in action as contrasted with research for action and research of action (p. 149). Holly cites research examining these three models. Much like the teachers in my study group, educators viewed this collegial experience as "empowering" and "energizing". I am heartened by increased research documenting the merit of collaborative inquiry pursued through the process of action research (Somekh, 1988; Elliot, 1991; Watt and Watt, 1991/1993; Youngerman, 1993 as cited in Lieberman and Miller, 1990).





1991/1993; Youngermen, 1993 as cited in Lieberman and Miller, 1990).

### Closing Remarks: Preparing to Set Sail for New Voyages

As I ponder my academic journey with these revitalized veterans, I am filled with mixed emotions. Hope energizes me as I reflect on the cognitive and practical leaps—freely taken—by these highly experienced educators. Simultaneously, I wrestle with gnawing thoughts about the impact of that inveterate “professional monster”, time, on the continued development of these teachers and others like them.

Without exception, all teachers in this study pointed to time as a major factor contributing to “rough seas” on their journey of professional growth. It was named as a critical problem impacting these teachers’ effectiveness at all levels – classroom, school, system and profession. For example, ninety percent of the participants enthusiastically acknowledged merits of the running record. However, these acknowledgements were tempered by recognition that individually administered assessments are time consuming. This recognition, readily admitted, was juxtaposed by numerous positive time-related remarks in regards to their development professionally:

- Mona liked the long-term nature of the meetings that were “so much, so close.”
- Mary mentioned the format which supported her learning style affording her “time to practice”.
- Ora commented on her need for “time to talk” and bounce ideas off others.
- Tracy admitted the “consistent monthly” base-touching forced her to become a more astute observer.

The nature of this love-hate relationship by teachers with time is captured in Hargreaves comments:

*Time for the teacher is not just an objective oppressive constraint, but also a subjectively defined horizon of possibility and limitation...Time structures the work of teaching and is in turn structured through it. Time is, therefore, more than a minor organizational contingency, inhibiting or facilitating management’s attempts to bring about change. Its definition and imposition form part of the very core of teachers’ work and of the policies and perceptions of those who administer it (1994, p. 95).*

In Steffy’s Life Cycle of the Career Teacher (2000) model, time is



regarded as a critical facilitator of teacher growth and movement through the phases. Time, Steffy asserts, must be redefined in order to provide veteran teachers “renewal periods” including professional development time *during* the workday and sabbaticals. Steffy recommends innovative professional development collaborations in which novice teachers work in classrooms while apprentice and professional teachers learn together on site outside the classroom. Use of expert teachers, as leaders of these innovative efforts, is also suggested.

Bird and Little (1986) cite the importance of time as well. Lessening teacher isolation and fostering collegial inquiry are outcomes of time provision. These researchers see time with colleagues as a “resource for improvement”; they call for more time allocations by adding or eliminating less important school activities (whatever those are!).

Hargreaves (1994) also cites prep time provision as one device for eliminating the persistent culture of individualism among teachers and in schools. In his research, prep time for teachers provided conditions which led to reduced stress, more time for outside family-related interests, and it enabled teachers to plan and implement more effective instruction. Teachers also sought freedom and flexibility in how they would use prep time. That is, they valued maintenance of control as to *how* that time would be integrated with the rest of their work time. For example, using the photocopier or telephone instead of meetings with colleagues might be more useful on a particular day (given long lines at the copier during lunch periods).

Hargreaves and Fullan (1992) emphasize the importance of time as a facilitator of reflection. They view provision of substantial amounts of planning time as critical to teacher development initiatives. Additionally, policymakers have a major facilitative role to play in this perennial dilemma. They need to provide adequate financial resources for release time in order for teachers to observe one other, and work together in other collegial ways. Expenditures, according to these researchers, must be reallocated providing more support of this kind for teachers, and less for outside “experts” in professional development initiatives.

In similar fashion, Evans (1996) links time and support which he asserts “aren’t cheap” (p. 139). He too cites the frequent complaint of teachers about shortages of time. According to NEA, Evans continues, teachers in China, Taiwan, Japan and Germany “routinely spend much less of their work time in charge of classes (as little as 60 percent) with the rest being devoted to planning, consulting, grading, staff development and the like.” NEA sees reform “far from ameliorating conditions” but “creating one more behemoth responsibility for teachers to embrace”





(1993, p.6 as cited in Evans, 1996). Hargreaves agrees that elementary teachers have historically had little or no scheduled time outside the classroom. Their work “has been overwhelmingly classroom work.”

He writes:

*Consultation has had to be done after school, at the end of an exhausting day, or in the form of available moments that can be snatched between classes, at recess or over lunch. Such conditions are not at all conducive to sustained collaboration (1992, p. 220).*

Lieberman and Miller (1999) echo these sentiments calling for consistent learning opportunities over time, which are not “episodic”; they decry frequent system shifts in focus which discount time as a significant factor in teacher learning.

Hargreaves (1994) also points to time as a vital issue for matters of “change, improvement and professional development” (p. 15). He presents two unique perspectives with which I conclude this section. First of all, he emphasizes the limitations of time, no matter how generously provided. More time does not guarantee instructional change. How time is used and interpreted are vital considerations. Time only provides opportunities; it is not a panacea. For example, if time is used in the context of mandated collegial work, one might see increased meetings and more administrative direction virtually short circuiting teachers’ efforts to develop things themselves. Secondly, and closely related, is the notion of time as a “perception as well as a property” (p. 15). Hargreaves contends that administrators and teachers perceive time in teaching and change very differently. Hargreaves describes the monochronic frame of the typical administrator, and the polychronic view of time by most teachers. The monochronic view is driven by concerns for productivity, accountability and exertion of control and surveillance. By contrast, those with a polychronic perspective value personal relationships, context and allow much time discretion regarding schedule deadlines. This view is more people-oriented than task-oriented. Needless, to say such contrasting perceptions about time can lead to profound differences and misunderstandings between administrators and teachers. Hargreaves does not call for increased sensitivity or awareness by administrators. Rather, he recommends that such time-related issues be examined with an eye on deeper issues of hierarchical relations between administrators and teachers:

*...it may be more helpful to give more responsibility and flexibility to teachers in the management and allocation of their time, and to offer them more control over what is to be developed within that time. This is a more post modern solution. In doing this, we would be recognizing that teacher development is ultimately incompatible with confining teachers to the role of*



*merely implementing curriculum guidelines. We would be recognizing that teacher development and curriculum development are closely intertwined* (p. 114).

In reflecting on Hargreaves' perspectives about time, I am struck by the degree to which his idea supports my overarching implication: teachers are more than their practice, they are competent, caring individuals who desire to do more than simply implement others' ideas or directives. If we are ever to disable the monster of time, the change which Hargreaves proposes, must be enacted. I contend a re-education of all stakeholders, beginning with administrators, is required. All of us need more information regarding what time means to teachers and a greater awareness of educationally sound things she can do with that time. This study launched an appropriate initial listening exercise. I hope similar kinds of research continue which seek to intentionally *capture and* listen to the voices of teachers as they wrestle with that inveterate professional monster-time.

### Epilogue

*The beauty of discovery lies not in viewing new landscapes,  
but in having new eyes.*

Marcel Proust

I embarked on this journey to learn from and about fellow teacher travelers. Thus, seeing new landscapes was never a goal. Revisioning familiar ideas in familiar settings, but with new wonder and insight represented my goal. As a teacher educator in a large urban district, familiarity surrounded me as I carried out this study. However, I intentionally sought to come away from this research with new eyes. I, essentially engaged in a pact with myself by promising to respond to every twinge of discomfort. That dissonance, I believe, facilitates conceptual change and consequent provision of "new eyes". Throughout this study, I have winced, sighed or frowned. These are the moments which have primarily led to discovery and new learning on my part. It is those experiences about which I now comment; they represent new "luggage" for me to carry as I contemplate setting sail on future journeys. They constitute challenges for me as a learner in the field of teacher education.

Steffy's Life Cycle of the Career Teacher Model proposes fascinating possibilities in the arena of veteran teacher development. However, varying the scaffolding for lifelong support represents a tremendously





creative enterprise. This is especially daunting if a teacher truly desires to remain at the professional level, choosing to remain in the classroom, viewing student success as a satisfying endpoint . How can teacher educators support such teachers in remaining reflective, fresh and vibrant ?

Reflective practice, undoubtedly, yields tremendous self-efficacious results. However, in this study, one teacher balked at most attempts to encourage self-reflection about her assessment practice. How do teacher educators cut through seemingly resistant exteriors ? What motives undergird such behaviors ? Are there some teachers who attain consistent levels of success with most students without critical self-analytic habits of mind ? Is reaching most students adequate ? I do not speak of those veterans who are in deep stages of withdrawal, and simply need to retire. I am referring to those veterans who simply want to be left alone to “tinker” in their classrooms. Ethically speaking, can I do that ? Is collegiality a choice or a mandate as a professional ?

The study group represented one kind of constructivist-oriented professional development endeavor. Research underscores the need for facilitation by a trusted, more knowledgeable colleague. In this study, trust was a valuable commodity gained from many years of positive collegial relationships with at least three of the participants prior to the study. We, as a group, “hit the ground running”, and were able to move quickly to the business of learning without much attention to rapport building. I wonder if the phenomenal levels of trust, risk-taking and ensuing learning strides would have happened if I hadn’t known any of the participants ? Given constraints of time in our profession, how does a teacher educator balance time for establishment of trust with stakeholders’ impatient cries for results in a professional development project ? I need to continue examining issues of trust building. This research experience might be potentially handicapping to me as a learning vehicle if I don’t bear such insights in mind.

Finally, I wrestle with the new roles I must play as a teacher educator. My responsibilities are no longer limited to work with individual teachers. If the notion of a “community of learners” is to succeed, I must play my part in selling that idea to *all* teachers in a school. Working in concert with administrators and lead teachers, I must develop skill at invoking the uninterested, marginal veteran. Perhaps, this discovery will lead to more examination, on my part, of ways in which such veterans are supportively evaluated. Such work is vital for a healthy school context, the well-being of avid teacher-learners in a building, and academic success for all students. Additionally, I have a crucial role to





play in assisting administrators as they rethink the notion of transformative professional development, and ways to redesign their relationships with the highly experienced teacher. How will most veterans ever grow and thrive without an administrator's understanding of the powerful facilitative role they play? Who will help the administrator understand the veteran?

In closing, I began this academic trek out of a deep longing to end the relative silence in the research about the veteran educator's engagement with change as articulated by the veteran. I believe I have done that, and hope that this research initiates an avalanche of studies providing insights about reform as it relates to the veteran educator. I have made the case for transformative professional development which embraces student progress and achievement as the outcome of all reform; but not at the expense of veteran's developmental needs. Similarly, I contend that my case illustrates the impressive levels of responsibility teachers welcome when they are simultaneously held accountable *and* developmentally supported. Accountability must be accompanied by compassionate provisions of scaffolding.

I end with words of hope regarding the veteran. These teachers are invaluable resources deserving of even greater recognition and appreciation than I have been able to describe here. It is my fervent prayer that we, as a society, develop a more robust respect for the lessons of experience and hope expressed by the veteran. In working to better children's lives, we all need the kind of hope displayed by the veterans in this study, and those throughout our country. It is a hope springing from within ourselves (yes, I include myself here). It is a "state of the mind, not a state of the world, an orientation of the spirit, not a forecast" (Havel, 1993).

*...Hope, in this deep and powerful sense is not the same as joy when things are going well, or willingness to invest in enterprises that are obviously headed for early success, but rather an ability to work for something to succeed. Hope is definitely not the same thing as optimism. It's not the conviction that something will turn out well, but the certainty that something makes sense, regardless of how it turns out. It is this hope, above all, that gives us strength to live and to continually try new things, even in conditions that seem... hopeless (p.68).*



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# APPENDIX A



## Proposed Schedule for Research Study

September	<ul style="list-style-type: none"> <li>✓ send flyers</li> <li>✓ select 8 participants/send intro letter/set up entry interviews</li> <li>✓ solicit/borrow 8 DRA</li> </ul>
October [VCR]	<ul style="list-style-type: none"> <li>✓ complete all entry interviews by 10/25</li> <li>SG#1 Wednesday, Oct 28/Leanna video/DRA overview</li> <li>schedule post entry mini interviews</li> <li>2 analytic memos <i>SG #1 interview</i></li> <li>set-up mtg locations &amp; AV/self select videotaping for</li> <li>November/set-up DRA tchr videos</li> </ul>
November [SGvideo]	<ul style="list-style-type: none"> <li>complete post entry interviews by <i>done</i> <del>12/15</del> <i>Tham Co guny</i> /analytic memo</li> <li>SG #2 Monday Nov 29 /videotaped/analytic memo</li> </ul>
December	<ul style="list-style-type: none"> <li>SG#3, Wednesday, Dec 22/analytic memo</li> <li>Midpoint data analysis to determine interview</li> <li>supplementary guide topics</li> </ul>
January	<ul style="list-style-type: none"> <li>SG#4, Wednesday January, 19/analytic memo</li> <li>schedule midyear interviews/create interview guide</li> </ul>
February	<ul style="list-style-type: none"> <li>conduct all mid year interviews by <i>Feb 1-28</i> February 28/analytic memo</li> </ul>
March	<ul style="list-style-type: none"> <li>SG #5, Wednesday, March 8/analytic memo</li> </ul>
April [SGv]	<ul style="list-style-type: none"> <li>SG#6 Wednesday, April 26 /videotaped/analytic memo</li> <li>set-up tchr DRA videos to be collected at exit interview</li> <li><i>provide substantial repasse</i></li> </ul>
May	<ul style="list-style-type: none"> <li>Complete all exit interviews by May 31/analytic memo</li> <li>collect logs/analytic memo</li> <li>view pre[post DRA/analytic memo</li> </ul>
June-August	<ul style="list-style-type: none"> <li>Write up research</li> <li>submit for committee approval by August 31</li> <li>prepare for fall 2000 presentation to Lesley community</li> </ul>





# APPENDIX B



*From the desk of ...*  
*Mary Ann Johnson*

October 22, 1999

Dear \_\_\_\_\_,

Thank you for agreeing to participate in this research project designed to explore the distinctive learning needs of veteran literacy teachers. As a veteran myself, I contend that we do, in fact, have specific strengths and professional development needs which differ markedly from novice teachers. I hope to deepen my understandings about such issues as I work with you and seven other seasoned teachers during the next six months. You have been selected due to your veteran status as well as my sense of your determination to improve upon what you already do with students in the area of assessment. Following are expectations for participation in the study:

- attend and actively participate in six ninety minute [3:30PM-5PM] monthly after school sessions [two sessions will be videotaped, four will be audiotaped]
- attend 2 Saturday Literacy Seminar sessions led by Irene Fountas\*\***
  - \*\*subject to modification
- select two students and videotape your pre[November] and post[April] administration of the DRA to one focal student
- code/analyze one running record per month on each of two focal students
- participate in four 45-60 minute interviews with me [generally before or after school] ex. November, December, February, May
- maintain a written log about your learning in which entries are made 2 - 4 times per month and shared during study group
- audiotape 2-4 guided reading groups which include one of the focal students

In collecting and writing up the data from the sessions, interviews, and logs for my dissertation, I will not use your name or your school but rather pseudonyms and code numbers. I will be doing most of the transcription with some help from a research assistant. You will get updates on the progress of the research, and I will need to dialogue with you (during study group) as questions arise about what I'm finding. The study group sessions will hopefully be held in each of your schools-on a rotating basis- whenever possible.

You will receive a personal copy of the ***Developmental Reading Assessment*** as a token of my appreciation for your involvement. Please set up your videotaping date during the week of November 22. Please call me immediately if there is no DRA kit in your building that you can use until ours arrive. I'll speak with my colleagues to borrow what you need. I also have written a study group grant which will enable you to receive a stipend of \$200.

Tentative Study Group Dates [ 8 sessions including Saturday Seminars]:

Friday, October 29, 1999 [Literacy Center]  
Monday, November 29, 1999 [ELC/East]  
Wednesday, December 22, 1999 [Condon]  
Wednesday, January 19, 2000 [Kilmer]  
Wednesday, March 8, 2000 [Literacy Center]  
Wednesday, April 12, 2000 [celebratory dinner/study group meeting]





I will see you at our entry interview scheduled on \_\_\_\_\_  
at \_\_\_\_\_ PM.

I look forward to our work together for the ultimate purpose of improved achievement of our most puzzling students. I can be contacted eves at (781) 344-0989, or e-mail MAJ512@aol.com or a message can be left at the Manning School (x8102).

Sincerely,

Mary Ann Johnson

I agree to the terms stated herein. I understand all information gleaned from this research will be reported anonymously. I also understand that I may withdraw at any time from this study without the need for any explanation or fear of reprisal.

Signature of participant \_\_\_\_\_ Date \_\_\_\_\_

Signature of researcher \_\_\_\_\_ Date \_\_\_\_\_



# APPENDIX C



# Study Group Participants ~ Assessment and the Voices of Veteran Teachers

<u>Name</u>	<u>Address</u>	<u>Telephone</u>	<u>School</u>	<u>#yrs. in EDUC</u>
1. Cynthia Kelly	115 Church St West Roxbury, MA	617-323-8113	ELC-East	20
2. Connie Leone	46 Fairbanks Rd. Milton MA 02186	617 696-0105	Condon	31
3. Shirley McCrary	34 Brockton St. Mattapan MA	617 296-4488	Grew	29-30
4. Benigna Montes	46 William St Randolph, Mass 02368	781-986-2271	S. Greenwood	28
5. Mari Okereke	106 Blue Hills Pkwy. Milton MA	617 698-8671	Hennigan	120 109 15 4
6. Judy Tibbetts	46 Cook St. Charleston MA 02129	617 242-3255	McKay	30
7. Carol Treciokas	146 Meeting House Circle Needham MA 02192	781 444-8894	Kilmer	33 127
8. Margie Villafane	34 C Burroughs St Boston, MA 02130	(617) 522-2422	Agassiz	25 24 1/2





# APPENDIX D



**Interview Guide/Entry**  
**[October 1999]**

Teacher\_\_\_\_Race\_\_\_\_Gender\_\_\_\_\_

Years teaching\_\_\_\_Grade levels\_\_\_\_Present Grade level\_\_\_\_\_

Undergraduate Institution\_\_\_\_Degree\_\_\_\_Year Graduated\_\_\_\_\_

Graduate Institution\_\_\_\_Degree\_\_\_\_Year Graduated\_\_\_\_\_

✓1a. Describe your education as an undergraduate i.e. courses, teaching format, theorists, etc.

b. Describe your graduate education.

✓2. Evaluate your preparedness to teach reading based on these experiences. [use specific examples where possible]

✓3. What have you learned about the *teaching of reading* since your graduate/undergraduate years? i.e. what you know now that you didn't as a novice teacher of reading

nl SG 3 r ✓  
[If no, skip to 5] ✓4a. Has your teaching of reading changed? Why do you say that? i.e. provide a now/then scenario

b. When did you change?

✓5a. As you think about your work over the years, who [a role, not a specific person] or what has made it easy for you to change?

b. Who or what has not been helpful?

6. If you were receiving an award as EDUCATOR OF THE YEAR, and had to write your introduction to an audience of 1000 people, what would you say?

✓7. What is your definition of reading? Did you always define it that way?

✓8a. Define assessment and describe the ways you assess and keep track of students' progress in your classroom..

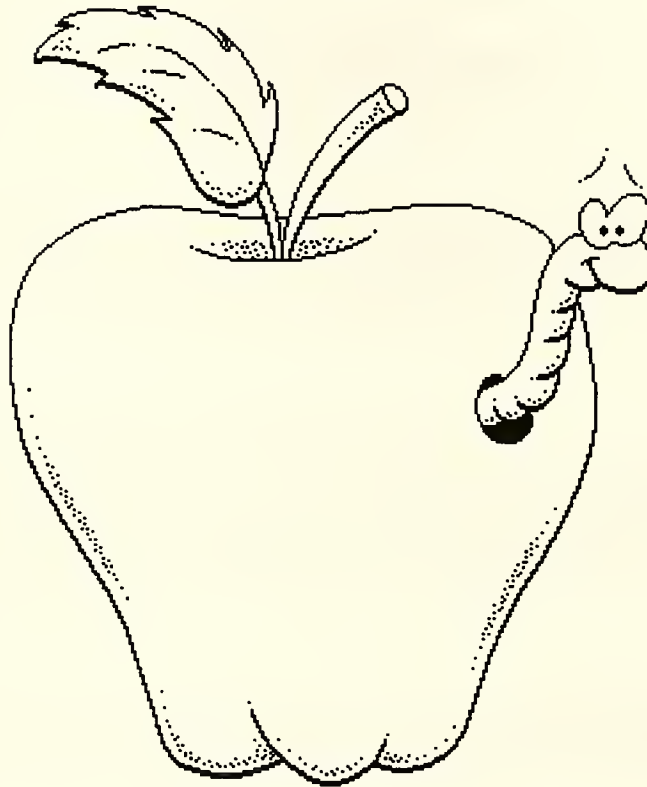
b. In what way has it changed, if any? Why?

9. Why are you participating in this research project?





Please answer the questions on reverse side and return on November 29.



1. Based on use of the DRA, define assessment.
2. What do you think about the running record as an assessment ?
3. Are you thinking any differently about the way you assess ? If so, provide an example. If not, explain.
4. Will this assessment help you in your teaching of this child ? Why or Why not ?
5. In regards to administration of the DRA [excluding the videotaping]:
  - what was easy ?
  - what was challenging ?
6. What did you learn ?



# ASSESSMENT AND THE VOICES OF VETERAN TEACHERS INTERVIEW GUIDE

## MID-PROJECT INTERVIEW # 3 [FEBRUARY 2000]

- 1a. What are you **thinking** about reading instruction as a result of your involvement in this study group ? [now/then scenario]
- b. What are you **thinking** about your focal students as learners ? [now/then]
  
- 2a. What do you think about the running record ?
- b. Due to results from the running record, describe any **instructional practices** you've used and how the student's learning was impacted.
- c. Due to results from the running record, are you using a wider range of instructional practices ? Provide an example.
  
3. As you think about your work over this past year, what has made it **easy** for you to change ? What has been **challenging** or not helpful in supporting you through change? [classroom, school, system level]
  
4. **Define** reading.
  
- 5a. **Define** assessment .
- b. Have your assessment **practices** changed ? Explain your answer by providing a now/then scenario if applicable.
  
- 6a. How has what you're learning been used with other children ?
- b. How has something you've learned from study group colleagues been used with other children ?
  
7. To what extent does the study group model fit your professional development needs as a **veteran** educator ?



ASSESSMENT AND THE VOICES OF VETERAN TEACHERS  
INTERVIEW GUIDE

**FINAL INTERVIEW 3**  
**[APRIL/MAY 2000]**

1. What are you thinking about literacy now that you weren't thinking about in September ?
2. What are you thinking about your focal student[s] as literacy learners that you weren't thinking in September ?
3. Suppose I were a veteran teacher who'd never heard of or used the running record . What would you tell me about its use in the classroom ?
4. The next question may be difficult to answer with certainty, but I'd like to get your thoughts on it. In thinking about how your assessment/instructional practices have changed during the last year, how much has your involvement in this study group caused those changes compared with other influences in your life at this time ?  
f/u facilitative aspects for the stated changes; most helpful?
5. This next question is purposefully vague so that you can respond to it in any way that makes sense to you. What's it like for a veteran to make changes ?  
f/u easy ? barriers ? contextual issues ?
- 6a. This question aims at getting your perspective as a vet. How do you feel this study group model could be improved ? f/u least helpful?
- 6b. If there were a "Part Two" to this project, what would you like it to involve ?

Other Comments:

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**F/u from Study Group Six**

7. How would you define "professional development" ?
8. What do you believe constitutes effective professional development ?
9. When you say that you are "learning", what do you mean ?





# APPENDIX E1-E8



*E1 Fanny State 1'75*  
*Suffolk 1997*

\*MAJ: Talking with Margie Delafoni. Margie could you first of all tell me about where you went to school for your undergrad and what year you graduated and the year you went to school for your graduate, if you have a graduate degrees and what year you came out. And then tell me about your course work, I know it was a long time ago. Just talk to me about that.

MAR: I had my undergraduate from, I started out at Boston University then I decided to go to *Boston State* Boston State. I finished Boston State, when it was Boston State not Boston University, you know they merged now. Um, that was 1975. And after that got my degree recently, you know, since I finished in 1997, my Masters degree in Education at Suffolk University.

\*MAJ: Suffolk OK, in 1997, that was recent. And your undergrad degree from Boston State was in Elementary Education or...

*minor*  
*1. Sp.*  
*2. minor*  
MAR: Well, I have a concentration in Spanish and um, a minor in psychology and um, a minor too in bilingual education.

\*MAJ: Now do you remember any of your courses or people you studied about theorists or theories? What do you remember about you undergrad or graduation education that stands out in your mind? The name of courses or what you did, what you learned?

*book*  
\*MAR: Well the courses that I remember the most, I would say are the Urban courses that I took. Those they dealt with urban children, you know. How to deal with children from poor neighborhoods and all that. So that was the very key.

\*MAJ: OK. Anything else you remember from State?

MAR: Um, I don't, it was so long ago. I don't remember that much.

\*MAJ: OK. Any people that you studied, any theorists or theory, learning theory that you got, that kind of sticks in your mind, that stuck with you back in those days. Someone you studied about?

MAR: No, to tell you the truth, I can't.

\*MAJ: OK. What about your graduate? What about Suffolk? Are there particular courses that stand out in your mind from Suffolk or people you studied about?

MAR: Uh, I was there today. If I would have known, I would have refreshed my memory. I would have gone all my... One of the courses, by the way, that I didn't like, (laughter) that I had so much trouble with, was the one, it had to do with uh, um, with. I forgot the name of it, ?, I took a course, we were really, I mean, it was so much work that it was a horrible course. But anyway, the courses, what was the courses, oh one course that I took that it was, that I had to go in the field, you know. Was the one that I went from um, to a place um, what was the name of place, it was in a church, its that place where the

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homeless go. And um, we had to you know, write about the ? how do these people, I selected that because, I'm a church person, you know. I go to the church and everything, so I selected that and that was the thing that we had to do. But it was a paper that we had to bring, you know, about the community and everything. So I selected that.

\*MAJ: You got to work with homeless children? You actually studied the homeless...

MAR: No, no the family.

\*MAJ: Oh, the family.

MAR: The whole thing, how they go about and everything.

\*MAJ: Oh, was that interesting?

MAR: Very interesting.

\*MAJ: Yeah, you had to do a paper on that?

MAR: Yeah, a paper.

\*MAJ: I bet that was interesting.

MAR: Yeah, so sometimes you don't think that people who are homeless have children. So I did a paper on that.

\*MAJ: That's interesting. Yeah the field work on that. That was probably you Masters?

MAR: Yeah, the Masters.

\*MAJ: What about student teaching. Did you have student teaching on either one of these? Did you have a student teaching experience either on of these?

MAR: Ah, yes. With Jenny Dunn. Remember Jenny Dunn. Jenny Dunn 1<sup>st</sup> grade teacher, I was with her. I learned so much with her. A tremendous lady - she was a, she's a nun.

\*MAJ: OK, now she was with Suffolk or with State?

MAR: Yeah, she was Boston State.

\*MAJ: Ah, so you remember her - that was a long time ago.

MAR: That was a long time ago.

\*MAJ: So you had how many weeks with her, 8? It was 8 weeks?

10/10/10  
Support  
of meter  
as a nurse  
1-2 JT/AM/MC





*support / new world experience?*

MAR: No, it was like, cause I started being, I had not finished my degree yet. So what I did was, I was her para professional.

\*MAJ: Oh, OK.

MAR: So that was in a sense my student teaching. I didn't have to go, you know, somewhere else. So that was my student teaching.

\*MAJ: And you learned a lot?

MAR: Oh yeah.

\*MAJ: Would you say you learned more there than the courses you had? Did the courses help you?

MAR: Oh yes, of course they did. But those had other fields Spanish. And people used to ask me, "How come you're taking Spanish as a major even though your language is." Well the same way people take English. (Laughter). But this is something, you know, language, I wanted to know more. So I took it.

\*MAJ: Um, can you tell me more about Ms. Dunn - what did you learn from her? You say you learned so much - what did you learn? Can you tell me a couple of things you learned from her?

MAR: Ah, what I learned was some of the reading thing, you know. And uh, I learned how to manage a classroom. She had asked me, "had you done this before," because I had some experience from the church, because I used to give, in the church, I used to give Sunday school. So when it comes to a classroom, I know a lot, because there's a lot of things you have to know. How to books attendance, what to do and um, and uh, one on one, she used to give me groups, small groups to teach them, you know, how to read. Teach them the techniques, what to use, what to do. Do this, give them that. Over here we do it by syllables, over here we do it by sound, things like that, you know. And, uh, how to deal with the parents when the parents come. When the parents come, you know.

*Handwritten notes on the right margin:*  
Kushig  
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\*MAJ: That's great you had a mentor. That's wonderful.

MAR: There was no need for me to go. When she gave me a recommendation, the, for me to be, you know, a teacher, and uh, and to finish my degree in uh, Spanish, there was no need for me to have a student teaching.

\*MAJ: And that's rare, I think that's great. Can you evaluate how prepared you were to teach reading based on your course work - not, I know Miss Dunn taught you a lot, I know she taught you a lot - but can you evaluate your preparedness to teach reading based on either your undergrad or graduate work, your college work? How prepared were you to teach reading based on just that?



MAR: Just do experiences not great experiences?

\*MAJ: No, just your course, your graduate, it could be the field work that you got in those two, either undergrad or grad, but when you left to come to the real world, either from State or from Suffolk, how prepared were you to teach reading coming out of those two institutions?

MAR: ~~To tell you the truth I was not prepared, they did not prepare me. I had to learn what I've learned based on books. They didn't teach me anything. It's a techniques kind of thing right now.~~

\*MAJ: Did you get theory from them? Any theory or mainly you just learned..?

MAR: ~~Yeah, theories, you know, here and there, but I don't think, you know, what I learned was, you know, by myself. You know, books and everything, going by the books. But I cannot say that I had experience with reading, you know. I took a few courses now that I remember at Boston University, about they have brought a lady from Puerto Rico and she taught us some techniques in reading.~~

\*MAJ: Since....

MAR: That was before, prior to um, Suffolk. Boston University came up with a program, you know, to bring all the minorities and everything to better degrees. I didn't like the program, I started over there, that's why I changed. I decided, this is not for. People, you know, some of them they continue, but it more a political, you know, I didn't like it. This is not what I want. I wanted a degree that, is a degree, I don't want something that's it's not, so I pull out right away and that was BU., that was a program they had over there.

\*MAJ: You didn't like it.

MAR: Yeah, it was not for me.

\*MAJ: A lot of teachers in Boston, I think Janet actually came out of Boston State, I believe. A lot of teachers liked State.

MAR: Those are the teachers who teaches college.

\*MAJ: Yes, it was, yeah, yeah.

MAR: And by the way, Jenny Dunn came from Boston State.

\*MAJ: Did she. It wasn't a teacher's college then. Many Boston teachers came out of there. OK, um, since you came out of, you know, college, you can talk about State or Suffolk, what do you know now about reading that you didn't know before? As a novice teacher coming out of, say working with Ms. Dunn, you were a novice teacher, so now, since then





and as you look at yourself now, what do you know now about the teaching of reading that you didn't know before? What would you say that you know now?

MAJ: OK, I know that in order for you to read especially more so in English, the child doesn't even know how to know the alphabet, you know, the letters of the alphabet. Just by knowing the sounds of the alphabet. You know, cause this is what you put together, you put the sounds together, you know, you come up with the word. Anyway (laughter), there is a teacher that I told them that, he says, "you put the sounds together and you come up with the word". In a sense they don't have to know the alphabet, the name of the alphabet, you know. And in Spanish it's by syllables. You know, you put it in syllables. Once the child knows the syllables, you put them together and the words. And, um, and child of course language is a must. Once the child has, you know, submerging language that there language, you know, the child...

\*MAJ: ...oral language..

MAJ: Oral language - once the child learns the language, you know that he's rich. The child of course is going to be a better reader. And I know that if a child doesn't know the language, you know that child does not know, it's very difficult for them to know how to read in that language. Cause I notice over here, little children that they put the mothers warn them, that are bilingual, they warn them in regular, they call it regular which I cannot ?, uh, because that makes the other regular like (laughing) monolingual, so the child they put him there, because this is what, the thing they live by, I don't know why but they do. And, um, the child doesn't own the language, he doesn't own it, so when the work comes he...

\*MAJ: ...the parents, they don't understand that...

MAJ: ...and they put the sounds, even if they put the sounds together? really children that I know this, their English not dominant. But they know, you know, they reading sentences. They come up with the word that they don't know like, let me show you what I mean (walking to get something) This one, I know when I see, the other children, they won't come out with that. Lanna is snug - this word they always get stuck over here, snug, in her, they know the word snug, they know even if they don't know the word bed, they would come up with the word bed, because snug, where's she's gonna be snug, you know, things like that. You see another child, he will struggle, even if he doesn't know that word. He have very difficult time.

\*MAJ: He doesn't know the language.

MAJ: Because he doesn't know the language. He cannot invent the word, the other child who knows the language will invent it. Will invent oral language allows him to predict in their own language.

\*MAJ: Yes I understand. And I think even you know, um, English speaking teachers who have





been doing this along time, don't realize the importance of oral language, knowing language. I'm sure on Friday when we go, we'll hear more about that, cause I'm thinking, many of us who were trained years ago, don't understand the importance of oral language. So it's just great that you..

MAR: ...I mean they invent, even with the pictures.

\*MAJ: ...sure, yeah...

MAR: ..and by the pictures they come up with the you know.

\*MAJ: Yes, right yeah.

MAR: And you know, when I ask them questions about it, because you're supposed to ask questions once they read the paragraph, then you ask questions, sometimes they point, cause they can't come up with the right word. They point, I say, no tell me, tell me what it is. What is it.

\*MAJ: Anything else that you know now, they you didn't know as a novice teaching of reading? Cause that's key, the oral language. Anything else?

MAR: The important to, ~~they're supposed to when they read, you know, one on one, the correspondent is the match.~~ The cake baked in the sand at the pond. (Laughter - read sentence slowly) they memorize it, so match.

\*MAJ: Now in terms, those are things you know, oral language the match, so are you, so your teaching of reading has changed?

MAR: Yes.

\*MAJ: The way you used to teach it - how has it changed? Tell me ways it's changed? Like what did you do back then and what do you do now that's different?

MAR: Well I ? the sounds or the letters for me to get them, you have to know A B C.

\*MAJ: OK, so the sounds, and a long time ago, you didn't do that?

MAR: Yes.

\*MAJ: Anything else that you do now that you didn't do, in terms of your teaching? That you really do now that you didn't do before?

MAR: No just the importance of the language.

\*MAJ: You get them to talk more. More talking.



MAR: Talking about the language and um, you know the children supposed to talk.

\*MAJ: That's important.

MAR: I only ask the question and they ?? I ask a question and I say, tell me what you do over here, at the library, tell me a story, you know. On the card, I say, this is what we do when we go to the library blah, blah, blah, and some of them they just ??? especially nowadays, children from television they just...like before, they have their grandmother who is right there..

\*MAJ: ...yes, they are just in front of the television, yeah you're right. OK good. So, when did you change Margie? Is there a particular time that made you start to emphasis oral language more or start to think more about matching? Is there a point in time, when you changed? When did you change?

MAR: I would say like seven years ago. The children, they were not, they were not getting it, you know, why isn't this child, why is this child not getting it. Another thing is, when I realized that if the child is not ready to get that development, you know, the age, that's a big factor. I realize now, ??teacher. See I notice that now, that I'm here with the 1<sup>st</sup> grade. How they, all year, I was trying to get them to read, I was trying to get all the skills and they were not ready. And you go, you know, (laughter), if they're not ready, they're not ready and that's it. I noticed over here, with 1<sup>st</sup> grade, I have seen them, the same children that I had, I see them, that was two years ago. Now I see them, and I think, oh my God, they were only like maybe 6 more months, that's all they needed. Six more months and they were ready for this. See they were ready like to receive all this information.

\*MAJ: What do you think got them interested, just opportunities or age?

MAR: Age.

\*MAJ: Just age. Just maturing.

MAR: Yes maturity. Just maturing. There's something over (clap hands) you know age. And I know it's the age why is this child doing better than the other one, it's age. So that's one that I have on my mind, I tell the other teachers, the first thing when I'm teaching now in I ask there age right away. This child cannot do this and this, look at this one, look at the job of this child, and right away, I say, "How old is this child," and I jot down the age to have this is what I know is able to do and that's because right away I'm going to explore an evaluation right away. Now let me see the age.

\*MAJ: Are most kids six in the 1<sup>st</sup> grade here?

MAR: Yeah, but some of them are six and 3 months. 6, 7 they have any advantage over the other child, you know who just turned six. And some of them have just made it, you see.



\*MAJ: OK, OK great. Um, as you think about your teaching over the years, does anyone come to mind, like a person or something that happened to you that helped you change? I mean, you talk about, looking at the kids seven years ago and how you wondered why certain kids, and you started to think about age as a part of the reason, and you began to change, you changed some of the ways you think and the way you do things, has there been an specific event or person that helped you changed? What has helped you change, was it a person or..

✓ MAR: My own reading. *think here - just started / learning*

\*MAJ: Your own reading. Uhuh, yeah, anything else?

*Marion* MAR: Let me say something about public schools. The best thing about public schools is that you take, you get a degree, what have you, you get put in a class and that's it. And you know, there is no mentoring. I didn't have any mentoring.

\*MAJ: You didn't have any.

✓ MAR: No. There was no mentoring. They put me in a kindergarten classroom and that was it. I didn't have NO clue as to what I was gonna do. So right away I thought of what I did in college. I went to the library and starting pulling books. My husband says, "You have to be ahead of the children." (Laughter) You are ahead, keep three chapters ahead.

*eg* \*MAJ: That's right.

✓ MAR: And that's it. And that's what I did. And I asked for more help. The teachers were of *support / all with colleagues*

\*MAJ: Here?

MAR: No, not here.

\*MAJ: Oh, where you were.

MAR: That was in, what's the name, um, The Joseph Lee.

\*MAJ: The Joseph Lee?

MAR: The Talbot here. Wonderful. (CANNOT UNDERSTAND) They put you there no one comes unless you...and imagine a person that doesn't do those things, I guess you follow, you know, you could do new things.

✓ \*MAJ: That's right, you know.

*eg* MAR: I was asking kindergarten teachers, people that have the 3<sup>rd</sup> teachers and people like that





Challenge / no support / lack of support

and then they come, they want to teach kindergarten, and they go to kindergarten and they start doing their own thing. There was a teacher that went to kindergarten, because she didn't want to teach 3<sup>rd</sup> grade, you know for that year, something like that. She goes to kindergarten, and she's got all the blocks, I don't want no blocks here, these kids they throw (laughter), so she gave all the blocks away to other teachers and I said Hello, you need. I mean, you know what I'm saying.

\*MAJ: Now they're doing more support, you know, now. With the CLD and Mentors.

MAR: Yeah the mentors have a nice room.

\*MAJ: But now when you were, you're right.

MAR: You know, they throw you in.

\*MAJ: Yeah.

MAR: It's rough. It was rough for a while.

\*MAJ: I think some teachers who came out they did have supervisors for three years. I know, I came out of State, and back then, we had, this is way back, we had um, three years, a supervisor would come out, probably a few times a year and really watch you teach and give you feedback on you lesson. That stopped probably in the early 70's. Because I know I came here in '71 and had that my first three years here. So then it stopped, but it was in the early '70's, I do recall there were supervisors, you were supervised for three years and someone came out and observed you teach. You had to have your lesson plan, you know.

MAR: They used to do evaluation, I remember that.

\*MAJ: Remember that?

MAR: They used to rate me on everything. Yeah, but there was no feedback. There was not suggestions, this is the way you should do it. This is what you did, blah, blah.

\*MAJ: It wasn't helpful to you?

MAR: No.

\*MAJ: OK. Anything else that either has been helpful or not helpful as you think about over the years the changing? Any particular people you were into reading you said, any people you've gone to there workshops and kind of like changed things because of what you read from that person or maybe, you mentioned kindergarten teachers, who helped you when you first started, have there been administrators, who kind of like, helped you changed or supported you through change? You know, anyone?

Challenge / Supervisor support



*change agent*  
MAR: No one. I think colleagues, only colleagues, they helped me not the administration.

*Support of colleagues*  
\*MAJ: OK (laughter)

MAR: I'm sorry to say.

\*MAJ: Well it's the truth, you need somebody, you ain't gonna change but um, OK, in the reading that you did or um, any workshops?

*long agent*  
MAR: Yeah, I took a lot of workshops. But I have taken so many workshops in reading and um, *support/workshops*, I have gone to um, all these, we have ? which is bilingual education.

\*MAJ: Yeah, uhuh. Those are good, I haven't gone yet, but I know everyone says how good they are.

MAR: You always pick up here and there.

\*MAJ: They have the annual conference, right?

MAR: Yes.

\*MAJ: That's Mass...

*Support/State techrasso.*  
MAR: Mabe, it's M A B E.

*change agent*  
\*MAJ: Now this next question is um, one that people say it's a little hard to answer but I'm gonna ask it anyway. If you were receiving an award as Educator of the Year, and you had to write, you were gonna be introduced to this audience, of a thousand people, because you have won this award, Educator of the Year, and you had to write this introduction, your own introduction, what would you say? What would you want these people to know about you as an educator? What would you put in that introduction? What would you say?

MAR: That's a tricky one.

\*MAJ: What would you want them to know about you as an educator?

MAR: Let's see, first of all, I'd tell them who I am, you know. That I have, the struggles in life, you know, to get my degrees and everything. And I did it while I had my children.

\*MAJ: How many children?

*change agent*  
MAR: I have three. So uh, and that I took this career because I love children. And uh, mmm, that I would not go to any place to teach unless it's a public school and it's in the urban setting.  
*public school*



\*MAJ: OK, why's that?

MAR: Because this is for the poor children. And I have asked to teach. I'm a church person, you know, to go to the private, you know, and I have said no, because I, you know. I take this as a mission, as a my calling in life. That I teach needy children. I don't know, that would be my introduction.

\*MAJ: That's nice, that it's your mission, that's very nice. OK. Um, what is your definition of reading Margie? Your definition of reading - define reading?

MAR: Reading to me is uh, to read to understand, to interpret, you know, the words that someone an author have written.

\*MAJ: OK, anything else?

MAR: Can't think of anything else.

\*MAJ: OK, did you always define it that way 20 years ago? Did you define reading that way?

MAR: Yeah, 20 years ago, I'd say so.

\*MAJ: It was always that?

MAR: Yeah, it was always that.

\*MAJ: OK, can you define assessment? What is assessment to you?

MAR: Well assessment to me right now, what I'm doing is I know what a level of a child is. And I'm able to put the child in a the level of his knowledge.

\*MAJ: Yeah, yeah OK. Um, how do you keep track - how do you assess in your classroom now? How do you keep track of your children's progress?

MAR: Well since we have this program now, we do it every 8 weeks by assessing the children by giving them a test.

\*MAJ: Is the test on the books they reading or particular skills - how does that work?

MAR: It is a books that they read, so this like we assess. They read over here and then I ask them these questions and they comprehend. Comprehension is here. It takes place every 8 weeks.

\*MAJ: OK. I just want to go back to how you defined assessment. So you said when you assess kids, it enables you to you get the level, their instructional level, is that what you're saying?





MAR: There instructional level.

\*MAJ: Anything else, assessment does for you in terms of how you think about assessment?

MAR: It tells me how knowledgeable is the child.

\*MAJ: OK, now before you used this, how did you assess your kids? I know you were a kindergarten, you've been in 1<sup>st</sup> grade for two years and you were a kindergarten for many years before 1<sup>st</sup> grade. How did you assess your kids before this?

MAR: In kindergarten we have what they call the <sup>Hayesworth</sup> Hayesworth test - that would tell me a lot about the child. So his vocabulary, everything.

\*MAJ: Um, so it's changed, you're in 1<sup>st</sup> grade now, so it's changed, you're using this now, so it's changed from kindergarten? You like this better?

MAR: Yes, because the assessment measure, it measures how the children what are they doing.

\*MAJ: OK, so you like it because it measures?

MAR: Yes. And then the other one you know, you just teach, you just pass him because he has you know, you have given him a test in class and then the child you know, you got the grades on the child. But this one is just one on one, let's see what this child knows. What he has learned in those 8 weeks.

\*MAJ: In those 8 weeks - and then do you have something to go back to if he missed something, is he didn't, is there a score, if the past does he move on (overtalk)

MAR: Let's say we went to lesson 13 - let me show you - OK, you see, let's say that the child reads story 4, if he does know, if he has 8, uh, 7 wrong over here, comprehension, you know, 2 of this to have it wrong, the child stays on this lesson, Lesson 16, so he's level, but the teacher that is going to be giving this, she's gonna start on Lesson 16. So that child is gonna be on that lesson.

\*MAJ: OK, so it gives you how many (Mary Ann looking at book) word errors and how many comprehension errors and then you just keep going until you, I see. It's like a benchmark almost. OK.

MAR: Then from there, they are on three days, the teacher changes the lesson, then 16, it's gonna be the 17<sup>th</sup> lesson, so we have books, you know, books that have 17 and 18 and so on.

\*MAJ: And how do you feel about this? Do you feel the children are learning?

MAR: Yeah.



\*MAJ: Because you had 1<sup>st</sup> grade last year - did you have this last year?

MAR: Yes. This will be my third year.

\*MAJ: Oh, so you like this.

MAR: Yes, very much.

\*MAJ: Um, last question why are you participating, I know I asked you, but other than that, why are you participating in this research project?

MAR: Well, Janice said, "I think it's gonna be very beneficial for you". Because this is a tool that we use in a lot of our assessments and all that. And this will teach you how to, will give you more learning about how to use the tools and strategies, how children use those. The logging, you know, what's that word I'm trying to figure out.

\*MAJ: ...the coding...

MAR: The coding and all this.

\*MAJ: Yes, and how to use that.

MAR: How to use that information in teaching.

\*MAJ: Yes, that's what I hope and um, the 13DRA will give you baseline information on your teaching, one will be video tape, one will not, but um, that will give you a base to say, OK, here's the instructional level of my child and here's the strategies - it kind of lays out the strategy. And then you come to study group, based on the running record you took, you can look at that and say OK, he is um, matching, he is not using the picture or he doesn't use syllables or you know, based on the running record you can then go back and teach what this child isn't doing, cause the running record gives you that information. So it really is about looking at the running record and how it can help you teach you the child isn't using yet, isn't doing - strategies. OK, anything else?

MAR: We do have, that will tell you, like over here, I'll show you - this assessment over here, a check list, you see, it tells you, you see.

\*MAJ:( Looking at assessment.)

MAR: And over here. You see sounds. You can see he's very low.

\*MAJ: Oh, letter names, uhuh.



MAR: He does have no fluency, so what I did over here this is all the things I have to work with.  
I'm gonna teach him based on this.

\*MAJ; Uhuh.

MAR: So we do have assessment.

\*MAJ: And how many children are you tutoring?

MAR: Eight.

\*MAJ: Eight - everybody has eight?

MAR: No only me because I'm the teacher, the other ones are para professionals and just when the teacher has a free period you know 45 minutes, this is what she comes over here and she take two children.

\*MAJ: Oh OK, but you have - TAPE RAN OUT.





# Fanny - MIDPOINT

MV  
February, 2000

\*MAJ: I am talking with MV and the first question is: What are you thinking about in terms of literacy due to your involvement in the study group? Just what have you been thinking about for the last few months?

MV: What have I been thinking about...um..

\*MAJ: I say before September what you may have thought about in terms of literacy and what you are thinking about now that you weren't thinking about before?

MV: Something I find very interesting about literacy and the fact that I am learning things I did not learn before, so, you know, and the fact now that I started this reading recovery as a tutor and um, you know when um, when Janet told me back then that this would be a nice course for you to take...um, I was apprehensive, more work, you know, but after you know the first one I went to I was impressed and I enjoyed all the things I have done, acquired, I should say. I still have some work to give you. In spite of that, I think I have learned. I would say I am doing this, but I am learning.

\*MAJ: Hm, hm.

MV: And I am going to be using this.

\*MAJ: Yea, that's good.

MV: Yea, that is the thing, I am going to be using the skills that I am learning, so in a sense it is very, very good.

\*MAJ: So you are th"ændßinitPageääÄqœëé'ä`ÄaÉœé'ÖaÄÄbÉä'  
ÇfooterCenterÄœääçâÄH6Ä ääÄÄÄLœää'äprintAreaBäääB0ä are you noticing that he is learning because of what you have learned? What have you noticed about him as a learner? What are you noticing about him, that you might not have noticed before?

MV: Well he needed some strategies in teaching, I notice I do see this, you know, enough for him to be a better reader.

\*MAJ: What is he doing, what are you noticing that he is doing to be a better reader, what is he learning?

MV: Well, he is um, he is looking for meaning. He looks at the picture and is looking for meaning. He reads and then he goes back and um, one on one he already knows that. Remember you said once they know that there is no way, you know. I told him already, do not use the finger, now look at the words you know. So he will look at the phrases, chunks of words, instead of just one by one, so he could acquire fluency and um, we are now with the beginning of.. because this is where he is lacking, visual, the last running record I took I noticed that this is where he is lacking. You know the beginning sound, he does not associate the beginning sound with you know the sound of the word. He lacks in that.

\*MAJ: Hm, mm. So he is saying something that makes sense, but he is not using the first letter.

MV: Yea, now I have knowledge of that, what I am doing, get it.

\*MAJ: Hm, mm.

MV: Before it was just reading and do this (laughing). Now I know what I am doing.

\*MAJ: That's good.

MV: You know and I, and I,



\*MAJ: That's great.

MV: For me now, I was reading the guided reading and saw power you know you empower children with strategies and so they could use them individually, without me, they could use it themselves to be a better reader.

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\*MAJ: That is great, that's great, Margie. Ok, um, what do you think about the running record, can you talk to more about what you are thinking about the running record? What do you think about the running record, just tell me some more about the running record that you think?

MV: Well, it is a great tool to find an assessment, to see the progress of the child's behavior, the reading behavior, so it is a tremendous tool for me, the running record.

\*MAJ: Hm, mm, hm, mm.

MV: But I still have a few things that I am a little bit with the running record, that I have to go over.

\*MAJ: Yea, that's fine.

MV: Janet, this is the way we used to do it, but she always says ask Maryanne, (laughing), because things change.

\*MAJ: Yea, a little bit of changes, not a whole lot of changes. Anything else about the running record that strikes you?

MV: Well the amount of information that you can acquire on this child, I mean the child that you are doing it on. Not only that, because I have, information that I could gear my teaching, I could use for teaching because of this tool I have in front of me.

\*MAJ: Hm, mm.

MV: Now I can say this is where I am going, before you know, in testing, when you test a child, for me I remembered that they would give you a number, this is the percentile of this child, 90% or 80%, what are you going to do with this number? You see it there, but you don't know. Now with this one, with the running record, what I see is that I could see the meaning and all that, I know where I am going to and what I will do with this now. This is where this is instructional.

\*MAJ: Hm, mm.

MV: Where am I going to instruct this child and what I am going to do now with this.

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\*MAJ: One of the other colleagues in the group said the same thing for the mandated system, that we all do the DRA and be at these meetings and they are complaining and we have all these scores, so what, and she said wait a minute, no, we have information that we can use and so she was basically saying the same thing you do, that it does give you more than a score. So you take the running record and yes you have scores, but beyond that, why are we doing this, and that is what Shirley said to the group is that I have information and you have information you just can't use it to help these children. It is not just getting a score because the system mandates that we test, but it is about, especially the lower kids I find, who really need the tailored instruction, kind of average and high kids they kind of get it anyway, because I think those lower ones really need tailored instruction.

MV: Once you give them these strategies from the beginning...



\*MAJ: ...Ok, um, do the results from the running record, and you talked about this a little bit and I don't know if you want to talk about it a little bit more, can you describe any practices that you used. Now you mentioned one, that you have him, rather than reading word by word, you have him reading in phrases, checking the first letter, any other instructional processes that you have used that have come out of your use of the running record, from the instructional practice? We are going to learn more about that in the next two months. In March and April we will learn more about instructional practices, because now we have running records now what do you do is the next step. Now you have done two things, that's great, but there are many, many more things you can say and do and that is what the last two months will be concerned with, more about practices, but that is good that you have started with those two, do you have any others that you are using?

MV: I told you rereading.

\*MAJ: Rereading, hm, mm, hm, mm.

MV: Sees the picture and um, in a sense it is like when he is reading, I tell him if you know that this all this stuff may be another view of the book before they start reading...whatever..so he comes up with the word, like I don't think I told you that already, maybe elephant or something like that. So what is the story about? You know what I am saying, so the whole meaning of that, what is the story all about. Do not struggle with that word if you already know that.

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\*MAJ: That's great, that's wonderful, good. That's wonderful Margie. Ok, now this is going to tie to the running record. Due to the results from the running record that you have seen and I think you have answered this question, are you using a wider range of strategies and I think you have answered that question quite well, that you are doing things, and you have given me some answers so that is great. Um, as you think about your work over this past year, what has made it easy for you to make these changes, what has made it easy and what's been hard, what has been challenging? Can you talk about those two things, what has made it easy for you to make these changes and what has made it hard for you?

MV: Here or my school or what?

\*MAJ: The classroom, the school level, classroom level, personal level, just I am trying to get at you have made these changes, what has been easy and what has supported you in those changes and what has been challenging for you that maybe has kept you from making more change? These are two things I would like you to talk about if you could.

MV: What has made it easy?

\*MAJ: Hm, mm or supports that have been there for you at the classroom, or at the school or the system level?

MV: (laughing) Well when a person knows what he is doing that makes it easier, you are more secure when you know what you are doing. You feel more capable. That has made it easier I am not struggling with certain things.

\*MAJ: Hm, mm, yea.

MV: Like I know what I am doing. Strategies.

\*MAJ: More knowledge.

MV: Yea, more knowledge.

\*MAJ: More knowledge, Ok, any other thing that supports you. What else or who supports you here, what or who?

MV: Janet, I would say Janet supports me.





\*MAJ: Hm, mm,  
Page 6.

MV: And anything I like, like the other day in running records I went to her right away and we did it together, we did certain things together and everything so that has been very, very helpful.

\*MAJ: Oh, good.

MV: I don't think if I, that no one over there that I could have gone and known what she knows about that running records. I think no one over here... by the way I don't have the telephone of the other ladies I was trying to call.

\*MAJ: You don't have phone numbers?

MV: No, no.

\*MAJ: I thought I gave out numbers.

MV: No, but anyway..

\*MAJ: You missed December, I might have given them out in December. Did you miss December session, you were going away?

MV: Yea, December, I missed it.

\*MAJ: Yea, so maybe I gave it then, I'll give it to you, sure.

MV: And I was saying Oh, my God, I don't know what to do...

\*MAJ: Anybody else or  
anyone else who's also making selecting certain groups of codes easier; see below. The "ERASE" tool allows you to remove code nodes or links. Click on the "ERASE" tool to activate it (the cursor changes to an eraser), then click on the code node or link you wish to erase. (Note that when erasing individual links you'll need to position the lower left corner of the eraser icon precisely on the line representing the link. If you click and the link doesn't disappear, try moving the cursor and clicking. support, any other things that have helped you to make these changes? (laughing).  
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MV: I could call you anytime and know that you are there.

\*MAJ: Yea, yea, well I think that is the least I could do with all the demands of the system and you are taking this on to, the least I could do is support it. Ok, challenges for you are there challenges for you at the school, or classroom or system level?, personal level?, are there challenges that hinder you making any changes that you want to make in your teaching? What challenges, any challenges for you?

MV: Well, .... for me that was a challenge, but I haven't done it. The DRA, I haven't done it....so,

\*MAJ: So you feel like you need more expertise in that?

MV: Yes, I didn't tell him, I didn't say anything that I wasn't going to do it.

\*MAJ: Yea, but he wants you to do it.

MV: Yes, he said well I heard that you are taking the course. Margie's taking it. They were doing an evaluation on this child and then he came to me and said Margie will you do that, but I haven't done it yet. He doesn't know that I haven't.



\*MAJ: Yea, yea, I think you know enough about it, that you could do it. You did it with Christopher.

MV: Yea, Christopher, yes.

\*MAJ: I think you have enough information, because you won't be videotaped this time.

MV: Now I could do it, it was like, Janet told me Margie it is like you will get the hang of it, you know, practice.

\*MAJ: Yea practice.

MV: Yea, practice, before I would say, wait, wait, wait let me.

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\*MAJ: Yea, yea, it comes with practice, I think the problem is that a lot of teachers kind of stop it and then they get rusty, you know you have to, that is why I have you doing one a month, but you really have to be doing them and the reading recovery we do 4 a day, you know 4 children, we do one on the child every day. Each child gets one every day in reading recovery. So we do like 20 per week. That is how we get skilled, by doing it all the time. So that is a challenge that he asked you to do. I think you could do it, I think you could. Yea, Anything else that is challenging? He felt that he could come to you and ask you that, he saw you as a resource for helping with this. That is great that he sees you that way. Anything else that is challenging?

MV: I can't think of anything else that is challenging.

\*MAJ: Ok, hm, mm, that is good. Ok, define reading Margie?

MV: (laughing). That is a conversation, a dialogue between the reader and the author.

\*MAJ: Ok, hm, mm, say more about that? When you think of Chris and his reading, talk more about reading when you think of Chris, your student. Talk more about that reading, what he is doing, what is he reading.

MV: What is he doing, he is trying to figure out what the print, you know, what is there, what are these words, what are these sounds. Figure out this word, figure out by sounding, by putting together.

\*MAJ: Figure out for what purpose, figure out the print for what purpose?

MV: To comprehend.

\*MAJ: Comprehend, yea. Hi. Ok, so reading is a conversation, a dialogue between the reader and the author. Do you want to say anything more about that. Figure out the print, to comprehend, anything else you want to say?

MV: The print, I said to figure out the comprehension. To figure out the letters, to figure out you know, um, of course I don't know the author, the author doesn't say anything for them. The meaning, yea.

\*MAJ: The meaning, uh, huh.

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MV: What is this that this book is you know. What is this print saying, you know, that is the way I see Christopher when he is trying to read, trying to figure out what does this, maybe sometimes he would say, why do I have to learn how to read (laughing). What do you read, what do we read. And I said to learn. To learn what, why do you want to read? Why do I want to read cookbooks, because I want to learn how to cook and these are the questions we say.

\*MAJ: That is what he says to you, to learn.



MV: Yea to learn, hm, mm.

\*MAJ: Good, and how old is he, 6, 7?

MV: 6.

\*MAJ: That is not a bad answer for a 6 year old, to learn. Ok, anything else you want to add?

MV: No that is it.

\*MAJ: Ok, Define assessment? I loved your comment in your last reflection, you said um, I don't remember your exact words, but you said that you couldn't teach separate from assessment anymore, something to that effect, and I told my advisor. This teacher this is what she said (laughing) and she said, oh, that is a very deep statement. I enjoyed reading your reflection, your last reflection. So could you talk a little bit more about that. Talk more about assessment?

MV: Assessment is...observing and recording children's behavior, children's reading behavior.

\*MAJ: Hm, mm.

MV: Assessment is a tool for any teacher, to know what the child is at, where...

\*MAJ: And when you said you don't see them as separate anymore, teaching and assessment, can you tell me more about what you meant by that, I think I know what you meant, can you tell me what you meant by that?

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MV: I heard that by what's her name, Irene, she said something or I read it, like teaching can not take place unless you assess, is not taking place unless you assess the child.

\*MAJ: Oh, tell me what you thought she was saying or meaning by that? What do you think she meant by that?

MV: That I don't think you can be a good teacher if you don't assess the teacher and know and have all this information about this child. I don't think I could be as good in the sense that I have the best willingness to help him, but if I don't know myself what I am doing, and I don't know what this child is at, why this child is not reading the way the others are reading. I could see them more than willing to help them, but if I myself don't know, I cannot be a good teacher.

\*MAJ: Ok, so assessment helps you, willingness is not enough is what you are saying. You have to have a tool, assessment.

MV: That is the thing that would tell me about this child, why is this child, you know. This is where I could see a lot of it over here in the teachers, now since I have this really good teacher (laughing)...he is not doing this, he is not doing that. I have a lot of you know knowledge of what I am doing, that now I could tell more intellectually than before. My husband asks me that question, my daughter, and I answer her with you have to empower children with strategies and in order for them to be better readers. My husband will say Margie you are reading. (laughing). You are reading...

\*MAJ: That is great. There is a question of empowering children, you want them to be independent, we have to teach them strategy. We can give them skills, we can teach them strategies, but if they don't know how to use those things, but they also have to have strategies to use those skills. I think in the traditional way we give them skills, they sound them out, but did they really understand what reading was, I don't think so, not the way I taught.

MV: They sounded it out.









\*MAJ: Uh, huh.

MV: Now we know...teach them some strategies. I told her that we were going to use what you taught me to help the other, someone to take the video of one of them, when they are teaching, tutoring the children and then what we will do is ask them, Ok, do not look at the teacher, the tutor, just look at the child and tell me what he is doing.

\*MAJ: Excellent..

MV: And you ...

\*MAJ: Oh, wow, that is exciting, that is really exciting, that is wonderful, exciting, that is great. Ok, has anything that you have learned from your colleagues in the group, you know you have 7 other colleagues in the group, have you talked with them, maybe gotten an idea from them?

MV: I don't have, you know, are you talking about the people that are in the group?

\*MAJ: Yea, in the group.

MV: No, I don't have, we are there at 3:30 and you know, and we are right away...

\*MAJ: So would you like to have time to sort of chat?

MV: Carol would, I know, she is a great person.  
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\*MAJ: She had said that to me, you know she said Maryanne, I don't know how other group members feel, but you are so on schedule, and I said I told people I'd get them in at 3:30 and out at 5:00, but she feels that um, at 5:00 she would like time to talk, just to talk about literacy and what do you think and I have this problem and what do you think. Just sort of wide open, if you have an issue with literacy or something or whatever it might be and what do you think? Well what do you think? Just all talking about whatever problems somebody had. Is that something you would like?

MV: Yea, I would like that.

\*MAJ: She said at 5:00 just do what we have to do at 5:00. People who need to leave could, but don't you want to stay and sort of talk to 5:30.

MV: Yea and I could stay longer, I don't have any children waiting for me.

\*MAJ: Yea, well that's what she said. None of us have young children that we have to run off too, but some people might have responsibilities, some people might not want to do that, but I said I would throw it out with other members and see what they say.

MV: Yea, that would be nice.

\*MAJ: If most of you want to fine then.

MV: The other day I had so many questions and I said when am I going to...

\*MAJ: Ok, that's fine, that is good to know, OK, great. Ok, the last question, to what extent does the study group model, I'm talking about the whole model, the meeting once a month, the sessions you do, the whole thing, how does that fit your learning needs as a veteran educator. The key thing I want you to think about is the model itself, how that model fits you as a learner and as a veteran, someone who has been doing this for a long time and knows what they are doing, you know we all need to grow, we all need to learn to think, but I am saying you are a veteran, you have been doing this a long time, but this is a certain learning model that you are going through. How does that fit your needs as a learner, what you're doing, as a veteran, to what extent does it fit you? Is it a good fit,



something you would like to change? How does it fit you, the model itself?

MV: I'm thinking no change...it...

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\*MAJ: What do you like about the model, what is that you like about the model? If you didn't change anything, tell me what you like about the, if you think about all the things you were asked to do, and that you are doing, what do you most like about this model, for your learning?

MV: Is it once a month?

\*MAJ: About once every 6 weeks, yea.

MV: Well that is pretty good, it is not something that is every week, you know.

\*MAJ: Hm, mm.

MV: In a sense, we are all veteran teachers, that we do learn from each other, that is why we were saying we need to talk more to one another. In a sense you have a tremendous knowledge here from all the teaching. And I feel good because by seeing them, I don't feel like I am saying these are teachers, we are at the same level when it comes to records...it is incredible that we have been teaching for so long and we became aware now (laughing). Imagine if they could get the young teachers to do this early so they can have all this knowledge before they are ready to retire.

\*MAJ: Yea, hm, mm.

MV: So for me I think it is good.

\*MAJ: You like the once every 4-6 weeks, it is not that often, just enough?

MV: Yea, just enough.

\*MAJ: What about the inbetween, the reflections or you have the guided reading texts, have those aspects helped you to read all of that.

MV: Oh, yes, the guided reading, yes. That has helped me a lot. Because you read and you come out with more knowledge of the material you have read. So when I do this and I go home with a little bit of knowledge every time I go to the meeting, that is very good. On the workshops, I have been to two workshops, you told me...the other one was great, it was with 3rd graders.

\*MAJ: Yes, I know.

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MV: It was good, it was good, hm, mm. We have a lot of third graders here, that are, ... on the other levels it is not the same thing. So um..

\*MAJ: Anything you want to comment on, or something I have not mentioned, something you want to say or something, a comment or question for me, about the model, the learning, anything, anything you want to say?

MV: (laughing) I don't have anything to say except I am glad I got involved with this program. They asked a few teachers here and she refused she said no and then the other one was Nancy and she said no, she said no. And then, it was when Janet asked me...when she said it would help me over here with the job I have now, this is why I said Ok.

\*MAJ: Yea, I would see most people as seeing it as extra work, but the reason I think most of you got involved, not necessarily you, but they saw that the system wanted teachers doing more assessment and they really didn't know how to do that. They knew standardized testing, but that is not what the system wants. I think most people got involved because of that because the system was sort of asking people to do more assessment and I would say probably all of you feel differently about assessment now and that it is not just a score and that is great. You have come to see assessment differently and that is good, great. Ok, good, ok.





Q. First question with MV. What are you thinking about literacy now that you weren't thinking about in September?

A. Well, I think I've told you this before, the importance of that now, of the assessment—how important it is to assess the children, you know, before you start teaching them.

Q. Okay.

A. You know, so you're not afraid to, you know, assess the child. You have to adjust your...your teaching, you know. So for me, I mean, I have learned that, you know. I have learned that it's importance and...important for use of...of...of running records that I have...I have now to many things like, you know, from that running records now.

Q. Okay.

A. And, you know, what is the child lacking, you know, because it's, you know, I could...I could see that...are they going for the meaning, you know. Are they going for the...the more visual. Are they more, you know, and I didn't know that before so I have gained...

Q. So when you look...when you looked at a child reading before, what did...what were...what did you notice before, before you learned about whether they...meaning or visual? When you watched a child read before, what were you looking at before?

A. Well, you always have a model, you know, and there was an old model, you know, you have...this is the way, you know, you sound the words and this is the way we go, you know, and like that, and...and everybody goes to that mode, you know, and you stick to that. And so for years and years and years, this is the way they have taught us and this is the way, you know, you're gonna teach that child. Even though, you know, that each child is different...

Q. Yeah.

A. ...'cause you do know that, so you don't know what to do, but I try sometimes to blame the child, you know, and sometimes it's our...the way our, you know, it's our teaching. And then, so, you know. Now I know the tremendous importance of the...those tool...tools, you know. But I have an...and of course I'm using the strategies. I mean, you know, the strategies that are...that I know and that now I have to empower the children to...with the knowledge, you know, those strategies, you know, so they could themselves, when they're by themselves, you know, when they, you know, they could...do them themselves, you know, and then...

Q. Great.

A. ...the individually, you know, it could...to use them so you're not afraid to become good readers, you know.

Q. Okay, great. All right, now, tell me what you're thinking about your focal student. What are you thinking about your focal student as a literacy learner that you weren't thinking in September before you started this group?

A. What has he learned?

Q. Yeah. What...what are you thinking about him as a literacy learner? Like before you got into...involved in the group, you had this child, and so you thought some things about him. So now, what are you thinking about...what are you thinking about now that you weren't thinking about in September about your focal student? How has your thinking changed about him as a result of your involvement?



A. What was I thinking?

Q. He was your student before you got involved in the study group, yeah, okay. So now you...you had some thoughts about him. So now, tell me those thoughts then, and how you're thinking about him now.

A. Well, I was thinking that I was gonna teach this child, of course, with what...the knowledge that I have, you know, to read, and...and I know him struggling. That's why they...every time they...they give us these children it's because they're the lowest [inaudible], you know...

Q. Yeah, right.

A. ...in the group. So I...I did have a lot of questions, you know, in my mind. What am I gonna do, you know, and then, because they're so needy, you know, in so many ways. So now I could say that the child is, you know, have progressed tremendously. But all the...all these concerns that I have, you know, I don't have them any more because I know that I have empowered him to with all this, and the child is, you know, has been tremendous [inaudible].

Q. Now how's he doing?

A. Fluently, I mean, I think. Remember that...the...what you sent me? The...

Q. Yeah, yes.

A. The...I'd, you know, the [inaudible], you know, how to read by phrases. And I said, "Please do not point," because they have to...if they are pointing, "Now let's see three words at the same time." You know, you're going...it's...and, "This is there, but this is the way we talk. We don't talk like that, you know, word-by-word. Let's..." and he is reading, you know.

Q. Yeah, that's nice. I'm proud of him.

A. So, well, he's tremendous here, tremendous progress here.

Q. Oh, great, great, okay, good. 'Cause that's [inaudible] one thing that you...you could say—that before, you...you had concerns and he...he might have read accurately. He might have read the words.

A. Word-by-word.

Q. But you're thinking more...you...you now see how reading's got to...we have to talk like, you know, we read, and so you're getting him...so that's a very big difference that you, you know, see in him.

A. And with expression. It says, "This is a question. This is the way we talk." [inaudible] say, you know, this is a que...

Q. [inaudible] punctuate.

A. And all that. We don't talk so, you know, we don't...and so he has, you know, internalized.

Q. That's wonderful that he's picked that up from you.

A. [inaudible], yeah.

Q. That's great, and that will help him every year.

A. Yes.

Q. Great, okay. Now, third question. Suppose I were a veteran teacher who had never heard of or used the



running record, what would you tell me about its use in the classroom?

A. Say that again.

Q. Suppose I were a veteran teacher who had never heard of or used the running record. What would you tell me about its use in the classroom?

A. Well, I would try to convince you the importance of a running record, and how accurate it is, you know, how it...it...it change my own, you know, perspective of, you know, teaching, and well, I guess I would try to convince her, you know, and let her know I'm...maybe myself ask her if she would like to, you know...

Q. So if you sat down with her, so she's never used a running record before, and you...well, this is very similar to what you're doing with your...your tutors, your adult tutors. What would you tell her? How would explain it to her, its use? What would you say to her?

A. Well, I did that with my daughter, by the way.

Q. Oh, okay, so it's similar [inaudible].

A. I did that with my daughter. I...I explained to her the...the running record. It's, you know, this is a tool that you use, you know, to adjust your...your...your...your teaching, you know, with this child, and then, you know, see each child the same way. And this is the way to do it, then I, you know, I get...I...I told her the way, you know...

Q. The coding?

A. The coding and everything, and those are things that are...that I know, and she was very pleased. She said, "Mommy[?], I've learned now," because she needs...you know, there was a teacher that asked her the other day, she said, "Well, we...we're gonna do a running record so we [inaudible]," and that...and she said...and she was puzzled, she said...and she's teaching reading, you know, putting children [inaudible]. And she said, "This is one thing that I don't know how to do," but she didn't say anything. She came to me and she said, "Mom, you have to teach me."

Q. [inaudible].

A. So I set her down, and that was a Friday. And we went through the, you know, the running record, and she enjoyed it so much. She said, "Mommy, now I know all this." And I was...I felt good because I have taught, you know, my knowledge that I have learned...

Q. Yeah.

A. ...you know, from the training that I've taken with you, you know, I could, you know, I could pass that...

Q. Yes.

A. ...knowledge to her.

Q. How...so you told her about the...

A. And she understood.

Q. Yeah.

A. She understood the meaning.

Q. Right.





A. She didn't know the meaning, where it is that the child is looking when he's looking at the [inaudible]. She said to me, "They...she's always...they're looking at the picture." Yeah, of course, it's good. It's a positive they're looking at the picture. And then the structure; the syntax of, you know, what is that, you know. And then the...the, you know, the...of the sentence. And then the...the visual. And all that, you know.

Q. How did you explain the visual to her?

A. The visual, I explained to her that the child, you know, sometimes that they...they keep the same...the same level...letter...letter. You know, the beginning of the letter, you know, that they see...they go by that and they come up with another word anyway, but it's, you know...

Q. It's visual, yeah.

A. The visual.

Q. Letters...using the print.

A. The print. Using the print over there. They go and they come up with a word that is not exactly, but, you know, it's not necessarily the same word, but they are, you know, they're using that.

Q. That's right.

A. So is that...

Q. That's right. That's right. Sometimes they use the print too much, and that's when you have a phonetic reader who's not reading meaningfully, you know, the meaning. And sometimes they look at the picture too much and [inaudible] the print, so it's like...like you said, the kids are all...they're all different.

A. And they...I gave her that...the same papers that you gave us that day, that little test that you gave us, you know, to see, "Look over here. Tell me what is this child's lacking," and all that. And I gave her that and she...after I had given her the, you know, the...the...the instructions, you know, how to do this and that, she came up with...she say, "Mommy, this is the meaning of, you know, this is meaning [inaudible]."

Q. Oh, wow.

A. So it was nice.

Q. Yeah, yeah.

A. It was nice that I could, you know, impart all that to her.

Q. Yeah, so is she a reading teacher?

A. Yeah, she is, well, she's...now she's substituting for a teacher that left for...she was having a baby. So she is taking her, you know, her [inaudible], you know. And she is pulling children out. There are children with tremendous need, you know.

Q. What grade?

A. They are different gr...I think it's...yeah.

Q. Elementary?

A. Yeah, but yeah, elementary. She has third graders, she has...and third graders, kindergarten, and first grade.

Q. Oh, good.



A. You know, very, very, yeah, very...

Q. Yeah, so she can use the running record with those children, great.

A. Oh, and she's...yeah, and she...

Q. Was it simple? Was it simple for her to learn?

A. Yeah, it was simple [inaudible].

Q. Well, that's good you could teach her, so that means you were not...you understand it because you could...you can't teach somebody if you really don't understand, so I'm glad that you could teach her.

A. It's incredible that she...and she has [inaudible], and she [inaudible].

Q. Oh, I know, I know. It's a pro...it's a problem.

A. You see?

Q. It's a problem, it's a problem.

A. And this is a [inaudible] very bad, and I...I told her about this, and she's, you know.

Q. Yeah. It really is. It's...it's not just that college. It's...it's all...it's all across the board. They're coming out and they're not...and they should know how to do running records when they come out. They really should teach them. They're not teaching them, you know. So good, great. Okay. Any o...anything else you...you got...that you would tell a teacher about its use in the classroom? It's a tool, you make an assessment, using the strategies. Anything else that the running record helps you do in the classroom or that you could...you would use? Any other ways you use it in the classroom?

A. I cannot think of...

Q. Okay. Okay, we'll move on. The next question may be difficult to answer with certainty, but I'd like to get your thoughts on it. In thinking about how your assessment and your instruction has changed you in this last year, how much has your involvement in this study group caused those changes compared with other influences in your life at this time? So in other...in other professional development efforts you may be involved in, how much can you say...and I know it's tricky to say, okay, you know, the study group helped me with this, but maybe SSA[?] helped me with this, or Janet helped me with this. Can you sort out what the study group, the changes you've made, and...and what particular ways the study group helped you those changes? Can you...can you talk about that a little bit?

A. Well, first of all, the program that I'm in didn't teach me about running records. You know, I was not, you know. And they do use some strategies, but not the strategies, you know, and...and...

Q. So the strategies that...of the program you ran, how...how were the strategies you learned in the study group different? How...can you talk about the differences? How are they different?

A. Well, that I could use it, you know...I...I do not use it just individually, with one child. Now I could use it for the whole classroom. I been using all those things in the, you know, like the whole class, because I have those ninety minutes that I'm with a whole class. You know, so I'm using them with them too. You know, I'm able to...to use the whole, you know.

Q. Okay.

A. Everything. But I can't...I mean, no, I cannot use running record for every single child.



Q. Yeah, right.

A. But I still use a lot of strategies that you have given me.

Q. Yeah. What particular strategies did you...you use with the whole class? What...what strategies come to mind?

A. For them to re-read, I mean, re-read. Go back to what you, you know, go back again. Do we...does it make sense? You know. And let's read with fluency. We read, you know, the way we talk, you know. And what else? And we ask...if we don't know, we ask the question, you know. I sit your friend next to you and everything, and...and sometimes I was so used to, you know, [inaudible] children, you know, when they're writing. When I look at somebody's paper, now I let them write this [inaudible]. If that's the way to, you know, let someone, you know, look at the other...

Q. [inaudible].

A. If that's the way to get the answer...because it's not a test. It's not...we don't get, you know...

Q. Yeah, right, right.

A. ...and as they say...it's not a test so anything I they write, it's just to, you know, they just writing. I said, "Okay, we're gonna write about the...", you know, and this and that. So sometimes they, you know.

Q. Yes. It's okay to cooperatively learn. That's what one of the teachers told me. It was Cynthia in the group. She told me, she says, "I love just learning from you. Just listening to you guys talk and getting ideas and bringing them back." She said, just...just cooperatively...

A. Yeah.

Q. ...learning as a group. She liked that, you know, so it's funny. The kids learn that way too.

A. Yeah.

Q. Anything else? That...that's good. It's the strategies you used. You talked about fluency and then re-reading and using the picture; letting kids appeal to one another; work with one another.

A. And reading with each other, you know. I put them in...by twos.

Q. Okay.

A. And they read to each other, you know.

Q. Okay, so it's a pair.

A. Yeah, they pair, yeah.

Q. [inaudible]. What was...what was the most helpful, when you think of, you know, our time together, you know, from Septem...from really Oc...yeah, October 'til now, could you think like what's the one most helpful thing for you? What was the one most helpful thing for you?

A. It's like the assessment part, for me. [inaudible] strategies to assess the child. You know, and what to do with that assessment, because we used to, I mean, I'm a teacher for a hundred and twenty-five years, and I...we take tests and then, okay, we know the...the...the...the re...you know, the percentage, you know, of that child, and we don't know what to do with it. We say, "So, he's bright, yeah." He's a very bright kid and the other one is, you know, came up a sixty-five and this one is ninety. Then what? And we [inaudible] and we go on and on and on and





on. We, you know, but we do not adjust. We never, never adjust [inaudible]. Maybe 'cause we have too many children in the classroom or something there, but we do not adjust, you know, to...

Q. I think that's...that's a good point. You have so many children in front of you, it is hard to adjust...

A. Yeah, yeah.

Q. ...I bet. And, like you said before, you don't have to do it with every child. I mean, op...you know, just sort of doing it first, and...which is what we have to do in the system anyway because they're doing DRA on every child anyway. Then, from there, you...you adjust. Not every kid will need a running record every six weeks, but some kids, like our little one over there, your focal student, those kids do need a running record, probably every four to six weeks. The other kids, they're reading is fine. Maybe, you know, you do September, you do January, you do June. That's all they need. They're on grade level. You know, so it depends how many running records you do on a child. But it, like you said, it does show you next steps. And those kids who are struggling need...you need to know what they...what they're confused about.

A. What I want to do next year I'm planning, is that I will take the A children that Jennie[?] gives me, and I'm gonna g...you know, take running records from the [inaudible]. I like to...I could do that, you know. So even though it's not required, but I...I could have, you know, better knowledge...

Q. You take a running record [inaudible]...

A. ...[inaudible].

Q. Yeah.

A. And another thing is maybe, I don't know 'cause...but she...they...the tendency is to try to get it every eight weeks with another person. For me to have him, you know, if I could have those children, you know, for a certain amount of time...

Q. Yes.

A. ...every six months, you know, [inaudible]...

Q. Or over time.

A. Yeah. To see the progress...

Q. Yes.

A. ...because another ch...a person takes them, you know, I do know. So maybe let's...

Q. That's all right, that's fine.

A. ...so that's my...that's my focus for next year.

Q. That's a very good thought.

A. Starting September.

Q. Yeah, that makes sense, doesn't it? Keep the same child so you can see over time.

A. Yeah, [inaudible] eight children, you know, that I have.

Q. Yeah, the same eight, yeah.



A. Yeah, the same, so I could know, yeah.

Q. That's great, that's great, Margie[?], you're thinking about that. Okay. This next question is vague, but I want you to respond to it in a way that makes sense to you because it is vague. What's it like for you as a veteran, you're twenty-five years doing this, you know, when you have to make changes? What...what...what makes it easy for you to change and what makes...what...what...what are the barriers that get in the way of your changing? So it could be, you know, it could be at the classroom level, it could be at the school level, it could be at the system level. Just your own personal ideas about...what's...when you as a vet, you've been doing this for twenty-five years, need to change, what makes it easy and what...what are the barriers to your changing? What gets in the way?

A. Sometimes all the...the peers. I mean, other colleagues, you know, they have all the, you know, their own ways and it's very hard for them to...to...to change. And for you to, you know, to bring this knowledge or whatever, sometime the administration too can be, you know.

Q. How so? Talk about...talk a little bit more about administration.

A. Well, they don't want to rock the boat. And they just want to follow a pattern that teaches the way they have, and then, hey, if you are happy, I am happy, let's all be happy, you know. So you deal with that, you know. When you reach certain...a certain age of, you know, teaching, I know that you have...[inaudible]...that a lot of teachers, you know, by the way they feel the same way. They said, "Well, you know, pretty soon we're gonna retire. What are we gonna be, you know, trying to...to...to fight," you know, these battles that have already, you know, tried at the beginning of their, you know, when I started. And it seem like we don't go anywhere, so why try? Why not, you know...

Q. Yeah.

A. ...go with the flow.

Q. Yes.

A. Just go with the flow because we're not gonna get anywhere. So sometimes we, you know, there's a lot of teachers say they retire with tremendous knowledge, you know, and they cannot impart their knowledge. Well, they got their, you know. You know. So...

Q. How did...and...and...and...and if you could solve that, either, you know, the administrator doesn't want to rock the boat or, you know, these teachers who are hard to change, what...what would you be...do you have any ideas as to how we could...how could we get around those barriers? Do you have ideas for...I mean, what should be done with those teachers who are here to do a job and they're not doing it because they feel like, you know, I'm gonna go out the door in a few years or next year? I mean, what do you...what do you think about that? What would you think you...how would you think that could be handled? 'Cause you're right. It is...it is a problem for those of us who'd rather work, yeah.

A. I guess if you...bringing workshops like a person like you, you know, I mean workshops to bring some awareness, you know, and really teachers will respond, you know, and see another [inaudible] sometimes we do workshops [inaudible], they're not, you know.

Q. What do you...what do you think captures their in...I mean, when you say bring a workshop, what is...what kind of workshop do you think teachers need?

A. Like...like...like...like the...the training, yeah. Something like, you know, that they know that they're learning, that they are...something that they could use in the classroom. The thing is that the workshops that they bring to us, I mean, they're not...they're not doing anything with us sometimes, you know.

Q. Okay.

A. Different things that it was just, "Well, I'm not gonna get up early or be here at 8 o'clock to be here just



to...to hear someone like, you know. It doesn't make sense that I'm gonna waste my time."

Q. Okay.

A. The thing...teachers always think they're wasting their time.

Q. Yeah.

A. And that...so I guess if there is something that it really know that, you know, they're gonna be learning, using it, and that's a key, yeah. Something that they...they know that they're...they're gonna be using in the classroom.

Q. Okay.

A. You know.

Q. Okay.

A. Then I could see that...the response.

Q. Okay.

A. They will be responding, yeah.

Q. Good, okay. All right. Anything else that gets in your way or anything that makes it ea...what makes it easy, 'cause you mentioned kind of a hard thing here. The peers who are hard to change or administrators don't want to rock the boat. You said...mentioned bringing in awareness workshops; something that's useful. People don't want their time wasted. Anything else that makes it easy for you as a vet, 'cause you've been teaching a long time, and yet you're willing to change. What else...anything else that makes it easy for you to change? Not just in terms of the running record. Just any change that you make, is there anything else that makes it easier for you to change?

A. Well, easy with the fact that...that my children are already older that I could be in every workshop that I could think of. Yeah. Yeah, I don't have...I'm...I don't have no need to be in my, you know, my house at a certain time, you know...

Q. Yeah.

A. ...the food to cook, whatever.

Q. So that makes it easy.

A. Yeah, that makes it easier for me. And, you know. I mean, in a sense, yeah, [inaudible] anything that has to do with, you know, for...for your development. You know, he's more willing...

Q. Yeah, so he's...

A. Yeah, yeah.

Q. ...[inaudible] administratively.

A. Yeah.

Q. Okay.

A. But when he goes to the, you know, that's one-on-one, when he goes to the, you know...





Q. The whole thing. Yeah, that's a different story, yeah.

A. Different story, yeah.

Q. Yeah, okay.

A. And I have a question for you.

Q. Yeah.

A. Are you get...remember that I...I think I gave you one...one of my reflections about the oral language...

Q. Yes.

A. ...of the children. That is really...I don't know what to do. I mean, the children...I have like three children over here that the other language does...they do, you know, they don't have it. They don't have the English background. I mean, why [inaudible] to do this to this child. This child is gonna be...they...they, you know, every...the...the...the teachers are saying, "Well, he's gonna stay behind." And...

Q. No, but it's not...it's...but why are we keeping them behind when it's not...it's not a learning problem, it's a language problem? You know what I mean? It's not learning.

A. That's...

Q. I don't believe in retention unless the child's not been in school. I mean, that's just...you probably...I'm very pro...prejudice. I don't believe in retention, unless the child's not been in school. The child's in school every day, I feel the system, the school needs to make the adjustment 'cause that child's been here a hundred and eighty days or whatever. And it's not up...and plus it's...what you're saying...what I hear you saying to me is that it's not a learning problem, it's a language problem, so the school...

A. [inaudible] language.

Q. ...needs to provide an intervention for that child—not retain...and retention is not acceptable, in my view. Probably if the pa...but see, a lot of parents don't want them in...in...in Spanish classrooms.

A. Yeah, they want them in...

Q. That's probably what the child needs.

A. Yeah, that's what...yeah.

Q. But parents have the final say. That's a problem. The parents say, "I don't want them in the Spa...I don't want them in bilingual. I want them in English." So then the ESL[?], giving them loads of ESL is the only way to do it, but I don't think they should be retained. They should be sent on, therefore they're given lots of ESL support.

A. I think, you know, I have never myself believed in retention, but now, you know, they want to retain every child, every...yeah.

Q. [inaudible]...

A. Yeah, [inaudible]...

Q. That's not fair. It's not fair to retain the child for language.

A. [inaudible] language, the child does not understand...



Q. Right.

A. And sometimes the teachers, they say to me, "Well, he asked for you." He asked for me because he doesn't understand what you're saying.

Q. Right. [inaudible]...

A. I would [inaudible]. "Go sit down," and a...and a Chinese, you know...

Q. Absolutely.

A. ...and you would go like this and [inaudible]...

Q. And you're not learning. You're not understanding anything. You sit for six hours, you're not really understanding anything. Of course you'd act weird.

A. Yeah.

Q. You know, I don't know why teachers don't see that.

A. Yeah.

Q. If they just put themselves in that child's shoes, they wouldn't say that. You know? But I...I really...unless the parent were to be...you know, to bring the parent in and they...the parent...I'm just gonna bring them in Spanish for a year or so. It will really help this child, and in terms of his English use too. If he gets more literate in his own language, he'll just transfer over much more easily, and maybe talking to the parent.

A. Well, let's say that the parent we cannot change that.

Q. Oh, okay.

A. [inaudible].

Q. Oh, okay.

A. I would say that is a lot of oral language there that I would have to, you know?

Q. Well, I think they need ESL.

A. ESL [inaudible].

Q. ESL, lots of ESL.

A. Lot of ESL, yeah.

Q. Yes, right. You know.

A. 'Cause otherwise then [inaudible] make sense. You see, with a child like that I cannot...does that make sense? Because he doesn't know.

Q. No, right.

A. So you cannot come up with the word.

Q. Yeah.



A. He cannot come up with the word because he doesn't know the word.

Q. So I would give him the word...what...what we do is 'cause we have the Spanish-speaking teachers in reading recovery and they ha...we have children like that, is they give it to them in their own language—whatever the word is. Is gatos cat? Is gato cat?

A. Yeah.

Q. Gato, gato, gato. So they don't know cat in English, but they know it in Spanish, so we say gato. Oh, okay, gato. So they...the child is in an English program, but he's getting Spanish because the teacher speaks Spanish. That's how we do it. It's not...it's not a...

A. I've been doing that. I've been...and, you know...

Q. Yeah.

A. ...[inaudible] and this is the word.

Q. Right.

A. And their little eyes, they go like...

Q. Yeah, because they understand.

A. Oh, yeah.

Q. So that's...that's our preference, that they be in bilingual [inaudible] bilingual, so we give them, if we can, but it's good for you to speak both languages, but for an English-speaking teacher, it's very hard. But then I think they need ESL, children like that. They need loads of ESL, but I don't...I don't believe in retaining a child, 'cause it's not a learning, it's a language issue.

A. Well, right away they...

Q. You can retain a child...

A. ...they label him an LD child."

Q. ...[inaudible] language. He's not LD.

A. LD. And all the...and all these, you know.

Q. Yeah, he's not an LD. It's not speech. It's language. It's just this oral language that [inaudible], in the other lang...in his...in his second language.

A. This is [inaudible] the teachers that cannot get...get [inaudible].

Q. Well, if Rita could bring someone in, I don't even know who...who...someone from bilingual to come in and talk to these teachers. It's not a learning problem. It's a language problem.

A. We had a thing, yeah, over here about the Spanish, you know.

Q. Yeah.

A. I mean, [inaudible].





Q. [inaudible] just need more...I think the teachers need more knowledge. Even classroom teachers. You or someone who's bilingual, let's show them some strategies for how, you know, if the child's a...put...put directions up, you know, draw a line and so forth. I mean, just put more visuals up for that child, because he's not understanding English yet so put up more visuals. I'm trying to think who you could...

A. Well, we had a...

Q. ...[inaudible].

A. We have a...we had a [inaudible]. It was workshop at the beginning of the...no, it was last year.

Q. What, ESL?

A. It's the...yeah, because they were in this school, they were referring a lot of children.

Q. Oh, okay. Oh. So you [inaudible]...

A. [inaudible] back and forth [inaudible]...

Q. And you [inaudible] bring on someone like that.

A. Yeah, and they came here and they said that some of the...you know, it has to do with the language [inaudible]. And they were referring children, you know. I mean, it was incredible how [inaudible] the school was.

Q. Yeah, then we'd get more, like you said, bring more people into work with teachers around ESL issues. I'm talking about English, you know, teachers who don't speak Spanish, but just show them ways, and there are ways to work with kids who speak Spanish that English teachers can [inaudible].

A. Do you know that test that I...remember that test, oral language?

Q. Yes.

A. [inaudible].

Q. [inaudible] oral language, yeah.

A. [inaudible], yeah. I would like to, yeah.

Q. The book...you can get the book from Heineman[?], you know. Heineman?

A. Hein...?

Q. I'll write it down. It's Heineman. You can get the book from them.

A. Okay.

Q. With the directions and everything.

A. Okay, so I could get...

Q. Yeah.

A. We're giving the oral language at the beginning of the year, yeah.

Q. Yeah, you can get that book.



A. To see how the words tie in [inaudible], yeah.

Q. Yeah, okay?

A. Okay.

Q. All right. That was a good question. Okay. Any o...anything else you want to say about yourself in terms of a vet, like easy to make changes or barriers to making change? Anything else about that? What makes it easy or hard for you to change?

A. I can't think of anything.

Q. Okay, okay. This question, again, this question aims at getting your perspective as a vet. How did you feel...how do you feel this study group model, the study group that you participated in, could be improved, if you look at it, you know? What was it about it that you...that you think could be improved, that could be made better? Anything else in the model?

A. Maybe a location. Maybe just one location, instead of...yeah. [inaudible] there. And to, you know, for us to know that a separate place to, you know, to go.

Q. Okay.

A. And those...yeah.

Q. All right, so one location [inaudible] travel, then location. Anything else for improvement of the model? Anything else that could be improved?

A. Well, I can't [inaudible]...

Q. [inaudible]...

A. [inaudible] anything [inaudible], yeah. Just that, you know, one time here, here, there, and you know, [inaudible].

Q. Okay, so one location for your travel. Okay. Anything that was not helpful, that was least helpful or not helpful to you? Anything that was not helpful or least...the least helpful thing?

A. I cannot think of anything else not helping.

Q. You just liked the whole thing.

A. Yeah, yeah.

Q. Okay. Sure about that?

A. Yeah.

Q. Okay.

A. Sure, I'm...I'm not, you know, a lot of [inaudible].

Q. Yeah.

A. But, no, everything was helpful.

Q. Okay.



A. Every single, you know. I enjoyed [inaudible].

Q. Okay, great. And on my final question, if there were a part two—let's say we're gonna do this next year—what would you like it to look like? What would...what would...what would you like it to involve if there were a part two to this study group? Say we're gonna do this next year, what would you like to see it happen?

A. It's like a sequel.

Q. Yeah, like...yeah. A sequel, like the movies.

A. I would like to refresh my...my, you know, with all the things that I've learned again anyway. It would be nice, I mean, at the beginning. And...

Q. Is there some...would you like to go deeper...would you like to go deeper...

A. Deeper...deeper in...deeper into, you know, what I, you know, what I know, 'cause sometimes I...I have been...maybe I don't know, you know, [inaudible].

Q. Which aspect would you like to go deep...is there a partic...can you tell me a little bit more about the...what you'd like to go deeper with?

A. Deeper...in assessing, you know, in assessing the child. In assessment.

Q. Yes, that's what I thought. Not the coding part, but you mean the anal...the...you know how we did the three levels?

A. Yes.

Q. You're talking the computation, then you do the [inaudible] circle, kind of [inaudible]...

A. [inaudible] the...

Q. That part?

A. That part.

Q. You know.

A. Yeah, I know that.

Q. Okay. Deeper into the analysis. Okay. And...and you had questions about the fluency so I'm assuming that you probably would want to even do more with that, learning more about fluency.

A. Fluency, yes.

Q. The strategies.

A. Yeah, the strategies, yes.

Q. Okay.

A. Are you having...are you having a second...

Q. No, I'm gonna busy writing my dissertation...my dissertation, but that's funny because everybody said, "Are you gonna do another one?" I said, "No." Not any more, but...but in your school, I mean, I think you or





Janet could certainly, if there were enough...if there were eight people, eight...six to eight people, who wanted to get together with you and Janet to learn, I think you could do it, you know. You...you or Janet could really do this, if you had enough people. And just to learning how to compute, how to...how to cut up your [inaudible], you know, circle [inaudible]. If you had eight people who wanted to be in a study group, write a CLD grant, they give you money for typing[?]. I think you have to meet for twenty hours, and that's how you would do it. Yeah, so it's something to think about 'cause I really think this school's large enough that you might have eight people who are interested. Yeah, yeah. So...and I certainly...you or Janet could call me and I'd give you ideas for how you could structure it and everything, and you and Janet could lead it. And you could run it [inaudible], we have to have a year for study groups, and, you know, people could have a stipend for coming and they have to put in twenty hours, so...

A. Let's see what happens.

Q. Think about it, yeah, okay. I think...I'm all done. Now at...at the restaurant, I didn't...you left early, so I do have...I do have three more questions for you.

A. [inaudible].

Q. Because you missed this stuff 'cause you had to leave. Can you defi...define professional development, Margie. How would you define professional development?

A. I guess for me it's when a person doesn't know certain things and you develop in a sense. I mean, you...you...you...you learn, you know.

Q. All right, now, when you say you learn, what does that mean? When you say you are learning, what do you mean? Tell me what you mean when you say, "I'm learning"? What does that mean when you say that?

A. Well, I was unaware of certain things, and now I am...

Q. Okay.

A. ...kind of learning, you know, [inaudible]. I'm gonna be using this, you know, for my teaching.

Q. Okay.

A. So for me that is...

Q. That's learning.

A. That's learning [inaudible]...

Q. [inaudible] you are, that's learning.

A. That is for myself and...

Q. And there's something you're using...you use it for your teaching. That's when you're learning. Okay. When you have been involved in effective professional development, when professional development's been effective for you, what...what was a part of that? What made it effective for you? 'Cause sometimes it isn't effective, so what constitutes effective professional development in your view?

A. Well, when it was a small group like we had, you know, we had a very small group, and it was practically with you...practically one-on-one because we were that special, you know, everybody had to, you know, come up with, you know, their own ideas or...or...or what you were doing, you know, what we were doing. Each and one of us, you know. It was not on the, you know. And the group usually we didn't have a [inaudible], so you turned to those people. It's like how when you're teaching. So in this one, I had to work. Every...every person had to work, every person had to reflect, and you knew yourself by having that knowledge about personal; that paper, reflect, you know, those reflections, you know. With you, you knew where to [inaudible] like [inaudible], "Oh," [inaudible].



So you could...in a sense it was like a one-on-one, so...

Q. So you liked that.

A. Yeah, yeah.

Q. Yeah, but some people are uncomfortable in small groups. They prefer a small gr...large group where they can get lost.

A. Yeah, but you...because most of them, well, you know, then you're not learning...

Q. Yeah.

A. ...so you're not, you know.

Q. Good. So you like doing the reflections?

A. Yes.

Q. Yeah. A lot of teachers, they don't do that a lot, so they're a little uncomfortable writing about what they think, but I think it's important. It helps you think about what you're doing when you can write about it, you know. Okay. So I'm glad you...so you...the small group was good. You said the...everybody had to reflect and the fact that I knew what you were thinking because of your reflection papers. You liked that part.

A. And not only that too, but I acquire a lot of knowledge for the other teachers...

Q. Oh, did you?

A. ...because they are veteran teachers, you know, so, you know, I did. I did get a lot of insight from them.

Q. From the other teachers.

A. From the other teachers.

Q. Can you tell me something you learned from the other teachers? What was one thing that comes to mind that you really got from them?

A. Sometimes, you know, because we are older teachers, or we have been...sometimes we lose the...the eagerness to learn, so I...I...I said to myself, "Oh, these teachers are, you know, they're with it."

Q. We're older, but...

A. At this time...at this time and our time, you know, we are willing to have, you know, to learn, you know, to have more knowledge of the subject of reading, you know, so...

Q. I liked that you weren't...

A. [inaudible].

Q. Yeah, and I liked that you weren't afraid to...you know, you weren't afraid to say it, "Well, like, what about this and..." Like you said, you...you were with it. You were asking questions and...

A. Yeah. And like this usually, you know, and when we reach certain age, you know, you know, teaching, you tend to think that you know everything. And these teachers, you know, they were so, you know, they were so fun to work with and everything and like...and this is what I don't know and this is what I...and this was nice [inaudible].



Q. Okay. I'm all done unless you...do you have anything that...to say to me about anything or I haven't covered?

A. Well, thank you for this training.

Q. Well, you're quite welcome. I'm glad that Janet got, as I said, I have to find her so I can thank her because I thoroughly enjoyed you. I always thought...I think...I'm gonna turn this off now.

[Tape ends.]





Kate E2

# 92, 20

Entry Interview # 1 w/Cynthia Kelly [audio not working]

MAJ: Where did you attend undergraduate school and graduate school, what was your major and what year did you graduate ?

CK: I attended Suffolk University earned a BA for k-12 and graduated in 1976  
I also attended Suffolk for graduate school and earned a Masters in Reading k-12 graduating in 1979

MAJ Describe your education as an undergraduate

CK student tchg in Watertown, 5th grade 9 weeks, more psychology classes than education, once a week field work sophomore to senior, not much on theory and the aspects of teaching, more on how to deal w/educationally challenging and gifted children

challenge

MAJ Describe your graduate education

CK classes in developmental rdg, had to make 100 games, keep a journal of what was happening in the classroom, several required courses, had to develop a rdg program for different levels, professor visited 3x, professor had high standards

support postgrad

MAJ What have you learned about the teaching of reading since your undergrad/graduate years ?

CK wanted to teach rdg because you can make a difference w/a child, courses made me aware that there is more than one way to teach reading, use different avenues. Dr. L. opened my eyes to helping children succeed in rdg by being positive about your approach, understanding frustration

the key support - understanding - college

MAJ Say more about that

CK if a child knows rug, teach him how to spell mmm-u-g  
not matching rdg level w/grade, need to look more at interest of child to get them motivated, w/eighth graders used magazines in class  
in sixth grade I used the newspaper, asked students to read one section you'd normally read, one section you wouldn't normally read. then they'd tell me what they'd read and why, need to expose them to print around them

PR. 1

MAJ What do you know now that you didn't as a novice teacher ?

CK it's hard. Everything doesn't work w/every child, listening to other teachers to find out what works and what doesn't work, rdg books, worksheets whole group then grade level text for all doesn't work, use interactive writing, encouraging hearing sounds now, I want to learn just like the kids, it's okay not to know everything, knowing when children are going to shut down, want children to feel comfortable, use peers to help children when I've tried to teach something

Challenges

MAJ Has your teaching of reading changed ?

CK I look at children as individuals, test scores don't matter alot and I don't listen to teachers in prior grade, I look at behavior to see if ch is ready to read, if a ch is rolling around, I move my attention to children who are attending because it's the child's job to learn

the 1st

MAJ When did you change ?

CK moved from 8th grade to kindergarten One, I got a book and just taught it (w/eighth graders), very discouraging to hear a 16 year old say "I'm dropping

support's because

70 Can 70 20  
70 500 70 Reading  
70 1000 70 Elm



out". In K1 when I read a story, their eyes lit up, there were oral language concerns, gross motor development was different, I gave books to children as gifts, ch loved them

MAJ As you think about your work over the years, who or what has made it easy for you to change ?

CK give respect to get respect, it's about making a difference w/a child, principal allowed me to make a grade level change

MAJ Who or what has not been helpful

CK materials accessibility, putting out too many books for children, large volume sometimes you don't know what's going to work; requirements re: products system mandates. I want the child's best versus fast pace and pumping out products. I'm taking more time to get the best out of the child slowing the pace of instruction as determined by the child. I think allch need phonics, sight words and background to build foundation

MAJ If you were receiving an award as **Educator of the Year**, and had to write your introduction to an audience of 1000 people, what would you say ?

CK A teacher's job is to mold minds, open eyes and be a good listener, enjoy what you're doing and appreciating what people are giving you --their child for the year

MAJ What is your definition of reading ?

CK Reading is words and symbols that when you put them together, they help you understand what learning can bring to you as a person

MAJ Did you always define it that way ?

CK yes, reading was a growing process

MAJ Define assessment and describe the ways you assess and keep track of student's progress in your classroom

CK assessment is ongoing looking at an individual through testing, observation and listening-different avenues to see what child knows maybe you missed something and to get to them before they've missed it altogether, tchr needs to find out step that's been missed before ch goes on to next step, lots of observation, post-its, give ch a card to review a word at end of day, make connection to find another way in, look at ch papers, talk to parents if there's a problem w/homework, educating a parent

MAJ In what way has it changed if any ? Why?

CK yes, it has changed back then I'd finish a book push all kids on, now I look and group ch by levels differently, sometimes by interest boys like motorcycles, girls like Madeleine books, changing levels is decided by lots of observation or ch giving correct answers and you know it's too easy

MAJ any specific instruments that you use

CK Observation Survey, HRSW and benchmark Catch Me

MAJ Why are you participating in this research project ?

CK I think I'm going to learn that other teachers are good resources. How am I going to find out about new things if I don't talk to people. I want the opportunity to learn because it is a process of aging that's continual and your mind is open to new ideas, there's an outside world





# KATE - MIDPOINT

MAJ/CK

FEBRUARY, 2000

\*MAJ: What are you thinking about reading instruction as a result of your involvement in this study group and what I mean by that CK is what are you thinking now that you didn't think before your involvement. A now and a then kind of thinking, not what you are doing, what you are thinking.

CK: I am thinking a little bit more in depth review of each child and seeing a different approach to learning. I am taking groups not at the same level, but needing the same strengths and weaknesses and going from there. I am taking them as individuals, but also not saying you are in Group I forever. You have to do different, you know there are some children that need more things than others and also if I know someone is really strong on something, if you have gone over it, one of the other children I will do peer tutoring. You know, they will work together becomes sometimes if I say something and its reinforced by another child a different way, but that helps. The children love one on one with me for 20 minutes and right now, probably at the end of the day, the last half an hour of the day, I try to drop everything and read. What I will do is I have the luxury of coming in here and taking one child at a time and just going over because we have January assessments which need to be done and that time is when I do it. The kids, first thing in the morning, test me today, am I the one, you know and to them it is special, just having 10 minutes one on one with the teacher. I feel better with the kids, I feel that I more background of what they can do and what they can't do and different approaches.

\*MAJ: OK, what are you thinking about the two students that you chose, your focal students, what are you thinking about them as learners. What do find more now, that maybe you didn't know before, because of your involvement in this study, do you talk more particularly about what you are learning about those two children?

CK: Javon is flying, he is doing a very nice job and he was one I was very concerned about this year. Jonathan is a young man, who is very nice and I found out from my own, that I was giving the answer and not just giving him, I was giving him the answer when he like looked at me with those brown eyes, and I would be like alright, the answer the word is, and now he is using a lot more word attack skills and he will say, well I see that word in there, I don't know the whole word but I know part of it, so we go from there, we go from what he does know and we extend on that.

\*MAJ: OK, alright. That's Javon?

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CK: This is Jonathan.

\*MAJ: Jonathan OK.

CK: Javon is incredible.

\*MAJ: Tell me the things he is doing?

CK: He is doing a lot more, I am working right now with comprehension and fluency with him, because those are the two areas that he really, he is doing well with the word attack skills and I just want to make sure he is not reading just to say oh the word is and that is what I am doing. I am rotating him.

\*MAJ: Ok.

CK: And that is what I am doing, I am rotating him. OK, tell me rather than before I would say, you know write your favorite part of this story I am saying tell me about it in your own words rather than taking one page and





writing that page and illustrating it, I am saying in your own words tell me what the whole story was about, it was not that difficult for him to do. He said this is my work, rather than saying I am just copying from the book onto a paper. In that way he is taking ownership and possession. This is a child that we were looking at reading recovery from this year and on the first day that I tested him, I said, don't waste your time, he is doing great. Over the Summer he has grown up alot and he has been here since he was three in this building, so we have seen him grow up. He is really a good child. Attitude is something we need to deal with, but that is more or less a different issue.

\*MAJ: But you find yourself focusing now more on comprehension and understanding from him?

CK: Right.

\*MAJ: From him, internally, like you said having him tell you.

CK: Tell me what is going on.

\*MAJ: Yea, OK.

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CK: And writing it down in his own words so that he can say, well I don't know this word and I will say there are other resources around the room. He goes well, the other day he said the word, I am not even sure, is this how you spell it, and I said yes. I said it wasn't the way its spelled, but the book says differently from what I wrote, so I said well let's go over it, let's tell me what the book said. Then he said well there is a letter in there I just didn't put in and I said it belongs in there. So now he himself is correcting himself, because he is saying that doesn't look the same as it does in the book, but I know it is the word. So, what he is saying, is wait a minute, come over here, you told me. And I said, yes, that is great, those are the words the sounds you here and he said, yea but there are some letters and I said those are quiet letters. Now that to me is good, it is neat that he himself is saying, wait a minute, he is correcting himself.

\*MAJ: Uh, huh, that is great.

CK: So he has the power to do that now and I think that before I would not have given him the opportunity, I would have just said this is how you spell it.

\*MAJ: Good, that is great then, CK. What do you think about the running record?

CK: It takes a lot of information, it is very quick and if you have a concern about a child, take five minutes to do it and you also can see what you have taught, whether or not it has come through in a different approach, sometimes some of the children do not test well, but if you do a running rec with them, it depends on how you do it, I am so tempted to give information and I don't do it. I was watching one being done by one of the teachers here in this classroom and it was funny because she was trying to get the too difficult level for the child and the first time. This is about where the child should be, but I am not 100% she goes watch this. The first time she gave the introduction to the story and the pictures. I said I believe this should be too hard for her. So the next time she said here is the same level book, but I am not going to give out any background information or anything and just give the child the book and that is more or less, wait a minute if the child gets a little extra background information they may be able to get through it that way. So this time, I said I believe that, and it was a child we were looking to put into reading recovery and I said, the child who came with half letters and not knowing that the letters make sounds is now doing very well.

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\*MAJ: Very good.

CK: I said I would like her to go to your program, for no other reason than she really progressed so quickly and so well, I want to see how much farther we can put here and so both teachers are delighted that she was chosen for the program.



\*MAJ: Great, great. Now you talked a bit about this, how you have changed your instructional practice, for example not telling a child and letting them figure it out as a result of the use of the running record and by saying this you are also saying to me that you are using sort of a wider range of teaching strategies. Could you talk more about that, are there any other things that you are doing differently in terms of your strategies, because of the use of the running records, I know you are not telling them, but having them figure things out from what they know to what they don't know. Are there any other strategies that you might be using or things you are doing differently?

CK: Well.

\*MAJ: Anything else you can think of?

CK: We are starting truthfully the Elle Program is starting in this building, but it is in the very early stages, so every once in a while I will be doing the writing as a group. What I have also been doing, which has given me a lot of information, is part of the one way program where I am doing a sentence probably three days a week and I am asking them to hear recorded sounds. I am asking them 3 days a week to do that, just one sentence it might take them 5 minutes to do, but I am getting so much information out of that, just as a group I do it and the children really get excited because they are going, wait a minute she is not asking us to spell it, what we hear and that gives me a lot of information. They hear it and they say, yea but it is spelled differently. Then we go into silent letters and how some letters when they are together with another one make a different sound, um.

\*MAJ: That is working, what you are doing, that is coming out of the Elle Program or do you think it is your work with the running..

CK: I haven't really had too much exposure to the Elle program.

\*MAJ: Is it coming out of your work with the running record would you say?

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CK: Coming out of my work with the running record, because I want to it is just another approach to get more information about what the children know. I am looking at them as individuals, rather than looking at them as this group, where when I first started teaching a zillion years ago, it was like everyone was reading the exact same page and the exact same basal, right now with one of my groups, I completely took away the reading books we had and are just using the short stories that the children are doing. I have probably spent three days on it and the kids, everyday I will bring out another aspect of the book, either endings or punctuation, what the children need. I want them on fluency, I want them to be able, I am bad because I will say to the children if they are reading word by word, I am like (snoring sound). They will say, what does that mean.

\*MAJ: (Laughing).

CK: What are you reading and they are going da. I will say what are you reading and they are saying wait a minute. But when they hear me snoring, they say alright I think we better, the kids love it, they know. It is just for them, so school is not the worst place and learning can go on and you can enjoy it. They are little ones.

\*MAJ: Ok, that is really great. Ok, think about your work over this past year in a study group with the teachers, what has been easy for you as you have sort of made some of these changes you have talked about. What has made it easy for you to change?

CK: I think as a first grade teacher you can get very overwhelmed very quickly.

\*MAJ: Uh, huh.

CK: We are all more or less in the same boat, so like this is normal, everyone has the same feelings once in a while. We want to make sure that the children are doing there best work and different approaches and it was wonderful the other day one of the ladies said to me. More or less we were just talking from the parking lot and I said this child is driving me insane. She said all you do is have him right in front of you and a little tap on the head



doesn't hurt. The child says like they can't if they are right in front of me and it has made my hair not go as gray you know having that child in front of me because he is getting attention anyway he could and if he was far away from me he was out of my reach and he felt he was in his own little world and if he is that close to me there would be no way...at one point I am saying I don't want him

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that close to me, because literally, I said, but I think he feels that OK she is going to be checking on me all the time because I am right there.

\*MAJ: So sharing ideas?

CK: Yea its great.

\*MAJ: Your study group, I am glad that you mentioned someone in the study group was able to share ideas. Anything else, is there anything else that has made it easy for you to do this new thing?

CK: I think the testing has made it easier to teach because I know what I am teaching for. I know which children have what individuals, maybe one child needs work on something. It does not mean that the whole class needs it, so I can spend five minutes with that child and go over it that way. I can find there is so much here, that sometimes you can get overwhelmed and you are saying OK what am I going to use for this child and one of my children who is really struggling reading I will bring him in and I will show him the level of books that are his level and one below, and I said which one would you like to chose.

\*MAJ: Uh, huh.

CK: I said which one is interesting to you?

\*MAJ: Uh, huh.

CK: Which the children really feel like oh wait a minute, my opinion counts and that to me is saying that they are going to do a better job of it.

\*MAJ: Ok.

CK: Or they want to, they want to impress and they want to please at this age, so what I do is give them every opportunity to succeed.

\*MAJ: That is great, OK. That is great that the environment here is such that you can come in and find a book that after you determine their needs, that you actually have a place in this school, that you could find books which meet his needs. That is great. Anything else that you feel has been helpful

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CK: Um, just I know that next year with the Elle program there is a lot of testing and I think that this year it gave me a really nice introduction you know and the questioning from all the teachers made me feel like hey wait a minute, it is Ok to ask because you are not going to get it if you don't ask you will still be wondering. Why don't you get the answer if you can. There are a lot of teachers who are at the same level as I am and it is nice to meet people.

\*MAJ: Great. What has been challenging or not helpful in this whole process?

CK: Um..

\*MAJ: Be perfectly honest now.





CK: Be perfectly honest.

\*MAJ: Yea, what has not been helpful?

CK: Sometimes in the afternoon, trying to get there it's you know. I think it is everything. I think doing your job, trying to have a life and doing everything else. But I know to get there it is hard, but when I leave there I feel that I am glad I went.

\*MAJ: Hm, mm.

CK: Um, because I am learning. I will do anything for me to learn. I will give and it was funny because they were saying how do you know how to do running records. I said I have gone to a couple of workshops and they would say you weren't told that you had to go. So I said, no, but if it is something that I know I am going to need, why don't I get an introduction to it and find out what it is about. And if you shut off the brain from learning I have no right to do that if I am teaching.

\*MAJ: Ok. You just said something I want to follow up on. You said you were learning, getting something you need. Is that how you define learning? When you say I am learning, is that. What would be your definition of learning, or is that is that your definition of learning?

CK: Definition of learning is..

\*MAJ: You said you were getting something that you were going to need, so is that how you define learning?  
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CK: I always think that I am going to need that eventually and why not get exposed to everything and then you go from there and see which ones work. Not everything is going to work for each child.

\*MAJ: Right.

CK: And you need different modes of techniques and I will use anything that works and somethings are not going to work and if it doesn't work it may work for the next child.

\*MAJ: Um, hm.

CK: It is not going to work for everyone so you need to be exposed to everything and see what is going to work.

\*MAJ: Ok, anything else that has not been helpful or challenging either directly involved with the study group or in terms of here where you work. Anything which has not been challenging since you started this project, which has been challenging or not helpful?

CK: Um, it really hasn't been challenging because what it does is just making you think a little bit more in depth of why I am doing what I am doing. And I think it is just making me take the time to say, OK, these children are human beings that need a little TLC, they need to be taught and not everything is going to work. So, the testing tells me what they know, what we can work on and what they miss completely. Some children were up top have missed something completely and if you don't have that pocket, you can't go from there and there are some kids that lose out because they fall through the cracks. I don't want my children to feel that, I don't want them leaving here unless I am comfortable that they are ready for 2nd grade. I don't want them feeling like something has been missing and someday you may go home and say Ok, I have to try a different approach because that didn't work and if it didn't work, I have to think about why it didn't work and maybe it is just the whole group of children that day that yesterday I had to put down mats, because you knew the kids that watched the Superbowl game and I said if you are going to be cranky go on the mats and in 1/2 hour 4-5 kids took me up on the offer. If you are going to be cranky you need your rest.



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\*MAJ: Yea, yea, OK. Um, you mentioned challenge and you mentioned a little bit about why you do what you do and I found that challenging to. When you are made to think about why you do what you do, there is a level of discomfort there almost because you are thinking more about why it is and it does kind of throw you off balance a bit. So it is interesting because I felt the same way when I was going through training. Ok, define reading, again thinking about all that you have done this year, define reading?

CK: Reading is a process where you put together letters and words to make sense and the purpose is for you to get more comfortable with who you are and what you know and to grow. You need reading for everything you do and when you see a child all of a sudden one day not reading, but just saying letters without understanding that they go together and all of a sudden the parents are saying wait a minute my child is going around the grocery store. I had a child who was on Level A until December and right now she is on Level G and this is from Christmas vacation to January and I am saying let's do a little bit and let me see where you are today. Then I said where did this come from. And the mother is going I can't stand it she will not go to bed without a book and I said then send her to bed about 20 minutes earlier than you have been doing. They go from molding them into their mind is working and everything is starting to gel together and the letters and sounds make sense there is a reason for them and they find out what the reason is.

\*MAJ: Ok, great. Define assessment?

CK: Assessment is a tool to find out where a child is at, what a child needs and what you don't need to teach that child because it is already instilled in them. Um, it is, there are different types, but a quick one is very helpful, because if you have taught something to see if the approach is correct or you need to do a different style for that child. It depends on the child it depends on how comfortable the child is with the tester to get their best work and some children are morning testers and some children are..., it depends on the child it depends on what is going on with the child outside of children has such an effect on what is happening on there. That is why I had to take out mats yesterday, because their parents are not going to say you have to go to bed, the children are not smart enough to know, so what I need to do is take those children and say Ok, I understand we are not going to have a problem today and you are in control, right now, yourself, you need to get together and you know what you need to do and for a child to say, yea, I am really tired, I am like you don't have to tell me I can see your face, see you later, talk to me in 20 minutes and they wake up and they are bright and ready to learn again.

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\*MAJ: Ok, again think about this year, would you say that your assessment has changed and you talked somewhat about it, did you want to say anything more about how your assessment has changed?

CK: Um, I had never done running records, I knew about them, but had never done them until this year and I did them all the time now. I would say at least once a month I would see a child one on one for 5 minutes and it makes them feel fabulous, it really does.

\*MAJ: And when you take those, the information, tell me more about how you are using the information?

CK: Um, say a child is missing all the endings, so your child is missing the Ok I don't know that word, but if they miss it 5 times through it is like the word is there and I know I have to start working on the blends and things on that idea. If it is one word that they miss 7 times, I will say Ok, this is the word there, this is how to get to the word there and then we will go like where and you know the other words which may end, make sure it is instilled in them, but if there is a lot of, I want to get them to the point where they can read every word without a problem. So then we work on fluency, understanding, and what was the story about. Ok, a cat, so tell me.

\*MAJ: Ok, how is this different from before for you, so now talk about your teaching prior to September, prior to what you just told me about and what you are doing now, how is it different, what did you do back then.

CK: Truthfully I just had the children in groups until September and kept on going with the exact same children always together.



\*MAJ: Um, hm.

CK: And now I am changing them all the time because they all have different needs and the group needs one thing more than another I will work with those children maybe for 5-7 minutes.

\*MAJ: That is very different.

CK: Yea, it is neat. It is neat because I can see the kids coming a long way, when I first started the sentences in the morning, those children may have put down one letter for a word, but now you are seeing, oh wait a minute they get the beginning and the end, but they are not getting the vowel sounds so we begin working on vowel sounds this week.

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\*MAJ: Hm, hm.

CK: This is where I am using a lot of different things and I think I am getting so much out of the first five minutes, with the writing of one sentence. I am not asking for everything, I am just asking, because that information and at one point the children would be like I don't know that word so bag it I am not going to do anything more and I'm like you are getting a point for every single sound that you are writing down, that you hear and they will say it is not spelled right, and I will say I am asking you to hear it, tell me what you hear and if I have a child and I am saying, gee, nurse go check his hearing, because he is hearing a lot different.

\*MAJ: That is great testing, that is really great. Ok, um, how is what you are learning been used with other children. I think what you are saying is that you are doing, not just those two focals.

CK: No everyone, the whole class.

\*MAJ: Yea, so you are doing running records on everybody?

CK: Everyone.

\*MAJ: Ok, so that is pretty much what you have done. Um, then you already told me that something you learned from a study group in college you use with other children. For example the child who sat in the back got in trouble and now you have him in the front. So you have answered some of these questions already. Anything else that you may have learned from a colleague that you use with other children comes to mind?

CK: You know the colleagues give you things they may not think is important just in talking, one of the girls had a book the other day and I really, I was looking at the book, it was My Aunt, Level 5, you know and I know Level 3 of that book was the beginning of second grade and I am thinking Oh you are doing this with a first grader, but she is like I knew it was too difficult and I was like phew, I guess I am not as far off as I think I am. It was just saying to me that what I am doing I feel comfortable for to myself and the only one I have to answer to is me and I am saying I want the best for these kids and I know that they are going to second grade and I know that I am going to be very comfortable with every child I send on and if I am not, and I have had parents in here and I said you need to work with your child and I am saying, 10 minutes a day, just reading.

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\*MAJ: Is that a problem, is that the problem, do most parents do that and do you think that this impacts what children do with you, I mean how much are parents listening?

CK: Um, I can see the children who are really progressing beautifully, they are really forcing their parents. I am more or less, when working with the small books here, I will make a copy of the book that I am working on that week with the child and send it home with them and write a note saying this is what we are working on. Please take the time to listen to your child.

\*MAJ: Do most parents of the 25, how many do you have?





CK: 23.

\*MAJ: What would be the percentage of parents who really follow up on what you ask? What would you say?

CK: I would say more than half, because right now the teacher in has four of my children, because they are children who could really use TLC and she spends an hour with them, with both groups.

\*MAJ: And that is helpful?

CK: It is very helpful for the children because some of them have left here because they have done so well with her and don't need the TLC. Um, but I maybe working with small groups maybe 8-10 minutes at the most and then they are going back and doing other things and then I am taking different groups. At one point, the children are working with sight words, some of them are still working with those, where they have to write sentences. You are working with reading and writing because they have to write some sentences and then their partner has to read the sentences that they wrote and figure out whether or not that looks right, does it sound right, did you remember to make a capital letter and the kids will say that to each other, wait a minute I did not do a capital letter and I am like how do you know and they will say because she told me and I will say are you supposed to, yes. Yesterday I went over consonants, vowels I go over all the time with the children and one of the custodians came in and he goes is that a consonant or a vowel and he said what are those, I am like, alright, so, OK I am coming in here and starting to teach...On some days it could be a Monday morning where Monday mornings are tough, because these children, maybe for the whole weekend have just, Mondays are just tough because they are coming back from no type of a structure to all of a sudden coming in to structure and you don't know what goes on.

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\*MAJ: And you really can't control that.

CK: No, and that is why I put them on mats, like yesterday, and I had no problem because I felt comfortable saying alright, they are not going to be learning unless they are awake and if they are going to be tired the whole time, what will go into their heads?

\*MAJ: OK, one more question.

CK: Sure.

\*MAJ: And then you may have comments on things I haven't covered that you might want to sure, but the last question would be to what extent does the study group model fit your professional development needs as a veteran educator? The whole model of the study group.

CK: It is getting me prepared for the Elle program, which is coming into this building next year. We are going to be trained for 45-50 hours. It is preparing me to feel comfortable, so that next year when I have to go in full force, I am not going to be frightened. It is not what this has done is gotten me comfortable with testing. Getting me comfortable to say no you are not, you are doing a good job, and I am saying this to myself, if you are not doing a good job then I should not be teaching, let someone else do a better job.

\*MAJ: Um, hm.

CK: And I am saying well I have gotten through to some kids and if you can get through to some children, then the others, you may never get through to, but maybe next year's teacher might.

\*MAJ: Um, hm.

CK: But you also can not let them feel that they have not succeeded as a student. You need for them to.. it's funny, because when I do the running records they watch me doing the checks, and I will say you go over there and talk louder, you know and they say we want to see how many checks we get and I said no you don't, I need to know and they will say oh, Ok, because they are more interested in this then what they are doing. So I am saying I am listening to you and never mind what I am doing.



\*MAJ: Um, hm.

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CK: At one point I would take in a recorder, but then I would say no that is not going to tell me after I take a look at it how they are looking at the words and how their behavior, their reading approach what they are doing, if they are looking at a picture, that is not going to tell me when I...there has to be a happy medium, the kids are good kids, they really are. They want to learn, they want to please at this age, so you do what you can in the end.

\*MAJ: So in terms of the study group model, you are saying that you are getting reading for the Elle program, anything else that the model itself, the study group model supports or fits in terms of your needs as a professional learner?

CK: It makes me more comfortable in what I am doing. It makes me more comfortable in saying it is Ok to question it, but find out why you are questioning it.

\*MAJ: Do you see this different from other ways you have learned. If you would list distinctions between forms you have learned in the past and the study group model, are there some differences here for you?

CK: In the study group our opinion counts and a lot of different types of professional development you just sit there and listen to it. This time, it is hands on and you have to do it.

\*MAJ: Hm, mm.

CK: Um, and you get feedback.

\*MAJ: And that is Ok with you?

CK: Yea, yea, it is better because you are getting feedback and sometimes someone will tell you some way differently to do it, so that it was a nicer way, a nicer approach.

\*MAJ: Hm, hm. Your giving it a shot.

CK: Yea, hm, mm. You are going to learn every, you know I just hope that you learn one thing and then the next year its oh, well that is thrown away.

\*MAJ: Hm, mm.

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CK: No, I will never throw this away.

\*MAJ: Oh, good that is good to hear. I am glad to hear that.

CK: It works. It gives me information, even if they say it doesn't for me, I am very comfortable with this approach of assessment, very quick and it gives you a lot of information and it tells you where to go from there.

\*MAJ: Hm, mm. Well that is good to hear, that is nice. And I didn't twist your arm to say that.

CK: Oh, no, no, no, it is wonderful.

\*MAJ: Ok, I am all done, unless you have comments or anything I haven't covered.

CK: No.

\*MAJ: That you would want to share with me.

CK: No, just where are we doing the March meeting.

\*MAJ: Well, as a matter of fact I am going over to um...



Q. Okay, talking with CK. And here are the questions, and there are a few of them. I want to...of course, at the end if you have anything else you want to add, you feel free to do that. Okay. What are you thinking about literacy now that you weren't thinking about in September? Just sort of what you're thinking about in literacy.

A. Okay. What I'm thinking about is how convenient running records have become, because you can easily do a quick survey of any child and get a lot of information in a very short period of time. Some children do not need them as frequently, and what it more or less is just finds out their level, sees if what you have taught has come through in different aspects of word attack skills or how they can use what you have taught them to go up to increase their progress to their reading level. I also found that children...I'm giving more children independent reading where if you finish your assignment, you know what books are available, and they know...at this point, I do not have to say to them. They will go over and say, "This book's too hard for me." They know, without me leveling the book saying...they'll look at one page and say, "All right. I don't want to even try." And I'm like, "Okay, you don't have to try," if it's for pleasure. But if it's for reading group itself...and they all want to impress each other when I take the guided reading groups now, and they all want to be above...to the next level up. So they push themselves now.

Q. Okay. Why...why do you think it is that they know which book to choose now, when they...when they're on their own reading? What have you done? Where did that come from that they...they know when a book is too hard? How...how did that happen?

A. Because they...they'll look at one page and if they don't know three words, they're saying, "Okay, wait a minute." If it's for pleasure, they don't have to struggle and I've told them that. I said, "These books are going to be available to you 'til the end of the year, so if there's a book they really want to work on, you can come to me." At 2:15, I stop everything, and they have...drop everything and read at 2 o'clock, I usually stop. 2:15, a child can come up to me with a book and say, "Can I read to you today?" And if it's a book they want to read but they're not up to that level, then we go over the book. "All right, what does it look like, begin the sounds, what do you hear?" And I don't want to pull it apart because I want them to enjoy it.

Q. Okay.

A. What they...they themselves look at a story and then if they don't know three words on the page, they say, "All right. That's too tough. I'll work with Miss Kelly[?] on that book later." So they feel that they want to be able to enjoy the book rather than...and they open up to the middle of the book, and I have a lot of the, like, 16-page [inaudible] group books, and the little Harcourt Brace[?] books, you know, that series with like a hundred short story books. You know, so it's not a long story they're reading, and they're not allowed to get out of their seat, but they can change with their next-door neighbor.

Q. Oh, okay, okay.

A. So, you know, at that point of the day, it's like quiet time before they're resting[?], and at that point, I just also want to get my thoughts for the day and say, "All right. This worked today. This didn't work today. Let me see what I'm gonna do tomorrow differently," because I always have to come in...at the end of the day, I just want to just not be like trying to run through it if some of these...to talk to me at the end of the day, and a lot of times parents also come [inaudible] before I leave and just say...

Q. Okay.

A. ...you know, "Hi, how are you?"

Q. Okay. So they are reading more and they are able to select, you know, books that are easy or hard. Is there anything else, in terms of literacy, that you...that you're thinking about now? Not necessarily doing, but that you're thinking. Let's say a year ago, what you weren't thinking about that you're thinking about today.





A. Well, a year ago...

Q. This is regards to literacy.

A. Okay. A year ago, regarding literacy, in this building we chose to take the Ellie[?] model, and next year we're going to be going with Gangbusters[?]. Only this year was an experimental year. You did whatever parts you felt like doing. So we've done a lot of shared writing and shared reading in the classroom. What I've used is the observational survey testing that we did to get the information from the cap of...a lot of them needed work on punctuation, so that's what...my kids know their punctuation, I will tell you. But then I will choose books to work on a different...I will choose a big book, and before I would use a big book for one day. But now I'm using it for pleasure for the first day, then I'm getting one...one or two different aspects out of it, such as maybe one is putting...taking off the E and adding I-N-G, [inaudible] the book. Punctuation is heavy duty. I'm not saying to the kids subject and predicate, but who is the person, what are they doing. Because I'm saying...if I give them the words subject and predicate at this point, I said, that's for later on for what they need to know. All right, "What are those people doing? What's happening?" And so I'm saying, "Oh, that's what we call an action word."

Q. Okay.

A. "What are they doing?" I'm using the big books in a different way for more than just pleasure, and my guys are going over to them all the time now.

Q. Great.

A. And the librarian, she loves it because at the end of...she reads for twenty-five minutes and at the end, the kids take the book and say, "All right. We're reading to you today." And she sits back and listens.

Q. Okay, that's great. Now, let's talk about your focal students—the little one I just saw or, you know, actually you chose two of them and you...you chose two, but then you kind of narrowed it down to one. Is that what happened?

A. Yes.

Q. So let's just talk about that one you narrowed it down to. What are you thinking about that student as a literacy learner now that you weren't thinking about in September? Again, just over time how you've thought about him in September, and then how you...how your thinking has changed in terms of how you think about him as a learner today.

A. Okay. At the beginning of the year, I believed he was at risk because of his reading skills were so [inaudible] he had been through for two years. So my concern...my concern at that point was that I felt that he had been...there was enough exposure for this child, and something wasn't happening. And my concern was he was still being very babyish so I didn't know whether or not he was ready for first grade, but then I realized with the speech and everything. When I did the first running record for my case study, and I found out myself, I was giving him...he was looking to me for too much information. He would just wait there and look cute, and I would... He had waited long enough. So I realized when I was doing and saying, "Wait a second. This guy is being slick here. He's getting, you know..." So I'm saying, "All right. Let him try it on his own." And the first time he really was not willing to even attempt. Then the next time he goes, "Well, I know what the..." "Give me the beginning sound. Give me the end sound." But he'd seen that one. And he's like...and he felt good about himself and he's saying, saying, "Wait a minute. I didn't know that word yesterday." I said, "It's all right." I said, "Do you know [inaudible]?" He goes, "Yeah." I said, "Okay, try two more and see if you still know the word." You know. But he said, "Wait a minute, Miss Kelly, I can do this." And the waiting period was probably forty-five seconds. Now it's down to probably ten to fifteen seconds, and you think that, "I'm not gonna give you the word," and all of a sudden the word comes out of nowhere. And I'm like saying, "Okay, this guy has his thinking happening." And he...because he will stop me and say, "That doesn't make sense." I'll say, "Okay." And here's a little boy that didn't know the word beach. And I said, "Oh, you've been to the beach." And he goes, "No." To me that...

Q. [inaudible], yeah.



A. And to me that, you know, to me that...but he's this...the nicest...he wants to please. So...and he loves TLC. Tender loving... So what you do is you just...and he loves to go home with a nice note. Loves to get praise. So he just wants to please you, so he will try. And you see him getting frustrated, but the frustration's [inaudible] before. And he before he would be playing around because he didn't think he could do the work. So all of a sudden, he's focusing more on the work rather than the kids around...he's not as easily distracted. Which is nice.

Q. Yeah, that's very nice.

A. Yeah.

Q. Which is great.

A. He's growing up. I mean, yeah.

Q. All right, so he was a bad risk. It sounds like you're giving more wait[?] time. You're letting him work at it, versus just telling him...which is what you're...I'm trying to get...get a before and after...

A. Yeah.

Q. ...picture of you. And he's using meaning more as a result of...I'm assuming as a result of your language to him when he is...was in trouble.

A. Yeah.

Q. He's using [inaudible]...

A. 'Cause that makes sense.

Q. Okay, okay.

A. You know.

Q. Great. Anything else that comes to mind about him, before...sort of a before and now picture, 'cause you've pretty well...that...that's nice. Kind of the portrait you painted was very nice when the changes. Anything else? Anything about him and any changes over time?

A. I think he's more comfortable with his reading now, so he's not afraid to...I think at the beginning he was afraid that he was gonna make a mistake and someone was going to make fun of him. I think he still has a little issue himself with his speech, where he...it's hard to listen to him read because you have to really listen hard. And he's working on it. Yeah.

Q. Yeah. Well, he's a typical kid. I noticed when I was listening to him that structurally, you know, kind of leads him. I mean, he looked it out or, I think, at some point he said an out [inaudible] to open, and then he...he caught himself. But I think structure...a lot of our African/American children there's structure, you know, that structure gets in there and they'll say things that are not grammatically correct, but that's just the way they talk. So even though we know opened is where he's saying open. Well, he knows the window was open—that the meaning is there.

A. Yeah.

Q. But the structure piece. So, I mean, that'll...in time, that generally...

A. Yeah.



Q. ...works itself out. Okay. Suppose I were a veteran teacher who had never heard of or used the running record. What would you tell me about its use in the classroom?

A. The running record is a very, very quick, wonderful assessment where you can pinpoint where a child is at a starting point; what's too easy for the child; what's too hard for the child; the frustration level; and it also gives you the opportunity to work one-on-one with the child for a few minutes and get a lot of information that...it tells you a lot about a child.

Q. Okay. Can you be even more specific? Can you tell me what it tells you about a child? You said that it's too easy or too hard. I understand that.

A. Okay.

Q. Pinpoints children where they start. Can you tell me a bit more about the pinpointing and what it tells you?

A. It tells you their strengths, and it tells you what they need to work on, and it also tells you what they have no clue about. And it also tells you if they have any word attack skills, and a starting point for where...so you can start teaching the child. It also tells you...because usually I allow a child to pick the running record. I will tell them what level, and they can pick the book they'd like to read to me.

Q. Okay. You give the child the level. Okay, because you know the level.

A. I will tell them, "All right, go to level E. Get me a book that you think you'd like to read."

Q. Okay.

A. And so they...I give them a choice of the material. If it's something that they're interested in reading, they're going to try a little bit harder to get the words.

Q. Yeah, that's true.

A. You know. So that's what I sort of do for a running record.

Q. So you...where do you get the level? How do you get the level, Cynthia?

A. When I first start, I more or less...Joan has the level books from...Leslie had given her for each...which one is the best one to do a running record on. I look at the child and I...and I take the first one that I think that the child may be...the level the child may be at, and I'm taking a good guess by when they come to me in September, what the story is, I have a level of where the children were when they left in June—the reading level. But then, I have a child...and I don't go by them too often because...for Divan[?], who is on this...that I was working and going to do it, they said, "Oh, he's on level A." Well, he came in reading on level F[?]. And I'm saying, "This guy, all of a sudden..." you know? So I have to take a look at each child and [inaudible]... [inaudible] was told she had to test that child, because he's gonna be reading recovery. I said, "Don't waste your time. I already tested him." She goes...she goes, "But I've been told." She goes, "This kid's out of this." And I said, "Uh-huh." I said...

Q. Oh, well good.

A. You know, so, to me, I look at the child and I say, "Okay, what have you been doing this summer? How much...what have you been reading?" And then I go from there.

Q. Okay.

A. And then I see...and if the first day of school someone goes over and [inaudible] and gets and a book and start reading, I'm like, "Okay, wait a minute. This guy has been not just sitting around watching TV all summer."





Q. Okay.

A. You know, they've been doing some [inaudible].

Q. You mentioned word attack skills. Were there any other strategies, that's the word we've been using. Any other strategies you might say...[inaudible] of running record could help you determine?

A. Whether or not they see chunk...

Q. Beside word attack?

A. Whether or not they see chunks; whether or not they read for meaning rather than just read word-by-word and...

Q. Okay.

A. ...have no clue except that, "Oh, I know that's the word to, and I know that's the word see," but they don't...and then I will ask the child, "What did you read about?"

Q. Okay.

A. And, "Oh. Well, I read the book you just gave me." "Well, what does it...what did you read?"

Q. Okay.

A. Because I want...that's fine, you can read a bunch of words. But, "What are you...what is...what did you read about?" [inaudible], "Oh, wait a minute. I'm supposed to do that?" You know, kids really have no clue...

Q. And I think that's what the DRA is helping teachers with. This is [inaudible] probably here, but certainly I know in other schools, is that they're reading but then, like you said, they can't tell you characters or that that's hard or what it...might happen next or...so, yes. It does give you an insight into that as well. I agree with you. 'Cause they can read the words and have very high accuracy, but then you...that might be the area you want to work on, is that comprehension is in there or it's just flowing. It's word-by-word.

A. Right.

Q. So you're right. Okay, great. Now, this next question may be difficult to answer with certainty, but I'd like to get your thoughts on it.

A. Okay.

Q. In thinking about how your assessment and your instructional practices have changed during this last year, how much has your involvement in the study group caused those changes compared with other influences in your life at this time?

A. Okay. Okay. First of all, the study group gave me the opportunity to talk to teachers that...at one point, I was getting very frustrated because I'm saying, "This child is not progressing." And one of the ladies said to me, "Don't worry about it. All of a sudden one day the light bulb is gonna go off in this child's head." And it...it was getting frustrating with one child, and she goes, "You don't know why, you don't know when, but it's gonna go off, and the child is going to continue working." And everything you have said to the child will come through. Even though you don't think that...they're not using it specifically the day you told them about it. Two weeks later, "Well, how'd you know to do that?" "Oh, wait a minute. Someone told me. Was that you?" You know, and...but it is this more or less you're talking and I just needed to see other first-graders say, "Yeah, it is frustrating." In this year's program, we worked a lot on the observational survey. The first two months of school were more or less just doing observational survey. January, we re-tested the children at risk, and then in May, now, I'm going to be doing some more testings of my children. I've seen a lot of progress that...with the assessment that I'm proud of; that



I've never did these type of assessments as much as I am, and I know that, I mean, I can do a running record with my eyes closed now, and it's like great. If I have a problem, I'm not sure exactly which level this child is at, "All right, let me do it quickly."

Q. Then when you follow up there. So doing the running record with your eyes closed. You've been doing it from...well. Would you say it's because of your LC involvement, you know, Joan being here? Is it because just the system said you must do the DRA, or is it the study group? I'm just trying to get you to really...and it's hard, because it all kind of overlaps. I'm trying to get you to really so...kind of sort out, of all of that good stuff, you know, the learning you did this year, what would you say set...where does the study group fit in terms of really like helping you with shifts, versus LC involvement, Joan was here, or the system saying you must do it.

A. Okay.

Q. All right, so can you...can you...can you sort [inaudible]...

A. All right, pin it...narrow it down a little bit.

Q. Can you?

A. Okay, first of all, the DRA, because we're doing the Ellie[?] program here, was not told to do for the first grade [inaudible].

Q. Right.

A. So the only reason I did a DRA...introduced to the DRA was because of the study group.

Q. Okay.

A. So it really gave me a good clue of what to...start asking the children.

Q. Okay.

A. What I enjoy about the DRA, because it's more or less made me think before I started a book with a child to say, "Okay, let's take a look at these pictures. Let's get a little bit more detail before we start reading." So get the child's a little bit more comfortable with the story. I do that now because of the DRA and because of you saying, "This needs to be done on these children," which I felt good about. Because I don't think it was a waste of my time. Number two, the study group more or less gave me the opportunity to take a deeper look into the testing I was doing, and made me look at it and say, "Okay, this is where this child is at," and to get him to the next step, this is what I need to do. And one thing I needed to do was just chill out for a little bit and say, "Hey, you know, I can't just like open his brain and put everything in."

Q. That's right.

A. You've got to let the child...and they also are children.

Q. Yeah.

A. So you have to give them the benefit in saying, "It's going to come and you're gonna...you get frustrated at times," and the poor little kid works so hard for me, and he's so funny, he kept on going, "Huh," and I'm saying, "[inaudible] should have a breakfast meeting with me once in awhile?" And he loved that, and that was the only time sometimes I would see him during the week.

Q. So you're kind of seeing that teaching is more than just sort of telling the kid. It's like it may show up...like you said, it may show up two weeks later. So, in other words, you told the kid. He didn't demonstrate it right at that point, but then two weeks down the road, he's doing something that he wasn't doing before. That's how it is, you know. I think sometimes teachers would think, "Oh, well, I taught you that, so you ought to know



it.” Well, no, ‘cause he may not get it, internalize it...

A. Right.

Q. ...’til two weeks or four weeks or a few months.

A. I forget who came in at Christmas, came back from Christmas, all of that kind of, like all...

Q. All of a sudden, and you know?

A. ...came together...

Q. Yeah, it’s true.

A. ...and I’m saying to myself...

Q. Yeah, it’s true.

A. You know. And it’s like...and it does get frustrating and you just want to scream some days, and one thing I did to...literally turn around and talk to the wall. And the kids thought I was literally gone, and I said, “Well, well, [inaudible].” “Well, Miss Kelly, that’s what you were talking about yesterday in class.” “Yeah, okay,” you know? And the kids are going...but you also have to have a sense of humor when you’re teaching, because you would sit down and cry some day saying, “I know this is...”

Q. It happened.

A. Yeah, that’s very true.

Q. [inaudible].

A. He just...he...he’s just...he has come so far. And I’ve seen so many of my kids, and I think that just creates a bond.

Q. Yeah.

A. And you have these little guys that...and some of these have been here for two years of kindergarten and I’m saying, okay, all right, in September, see what they forgot over the summer and then you go from there. See what they do now and then we go from there.

Q. All right. What has been the most helpful aspect of this...the most, well, this is a two-parter—the most helpful, if you could just, you know, look at the whole experience—the most, the one most helpful thing, and then as you think about the study group, what kind of facilitated your learning, you know, sort of doing these things you said you now do? What was it about the study group that facilitated that on your part? So it’s a...sort of a two-parter. Most helpful and then what is it about the experience that really facilitated your learning and doing these different...things differently?

A. Okay. Well, [inaudible] the study group was the opportunity to talk to other teachers...

Q. Okay.

A. ...[inaudible] my level. Because at times it did get frustrating, and you just want to see if they...and they did have some really wonderful ideas that we shared. And how literally we were getting everything accomplished. We’re all trying to do everything else and...in the classroom. And it also made you feel that, okay, “I must be doing a pretty good job if we’re all together,” and...a couple of the ladies just were pleasures to talk to and a couple of them gave really wonderful ideas and we were not felt that we were being lectured to. When we were there, it was just sharing ideas and saying, “All right, this is what we’re doing.” I had never done a DRA.





Q. No?

A. Never done a DRA, and I will tell you, I think it's a [inaudible] tool. I think it's a wonderful tool. I think it gives you a lot of information.

Q. Yeah, I keep forgetting, you don't have the upper grades, 'cause really it's not...it's mandated, I think, at grade two and up, which is at grade three.

A. Grade...[inaudible], but because of...

Q. Yeah.

A. ...in case of the reading program that we are doing...

Q. Yeah, yeah. You're doing [inaudible].

A. So...

Q. Oh, okay. So really you wouldn't have...well, actually, you just sort of took it upon yourself. You probably wouldn't have used it.

A. Right, right.

Q. Okay. Oh, okay. So that was the most help, so...

A. It was very good to know a different assessment tool. You know, or be introduced to it. I...I know it. I've done it. [inaudible] have done it. You know, have I mastered it? No, but that's okay. It's also a different avenue where if I need something and saying, "Okay, I'm really getting frustrated here. Let me take some time and figure out this child instead and see what's going on with this child."

Q. So that was...so most helpful was being with colleagues who are at your level, you know, in terms of strategies...in terms of strategies and so forth.

A. Yeah.

Q. Anything else about the...the involvement or the experience that facilitated this sort of change in you—the changes that you've made or the thinking shifts that you've had? Anything else that kind of helped that along?

A. Right. Truthfully, I would never have taking[sic] one child and tried to do work this hard with one child. And I don't think Jonathan would have made as much progress because of it.

Q. So having that focal student.

A. Right. And all because I either spent P&Ds or I spent, you know, lunches and Joan and I would sit together and read a book. [inaudible] with another child. [inaudible], I'm sorry, the teacher. I mean, that...that time is precious for me.

Q. Yes, yes.

A. You know? But the thing is I also know that this child is a child that's at risk, and I wanted to see if I can get him out of it. And I would never send [inaudible] unless I felt it was comfortable to go into second grade, [inaudible].

Q. Yeah. That's great, that's a nice story. Okay. Okay. This next question is purposely vague...



A. Okay.

Q. ...so that you can respond to it in any way that makes sense to you. What's it like for you, as a vet, that means twenty years, to make changes? In other words, here you are twenty years in the field, and you've got to make changes. [inaudible] whatever you say it to yourself. What is easy about, you know, what makes it easy for you to change—this is beyond the study group now, just change. What makes it easy? What are barriers to you...to your changing, okay? Classroom level, system level, [inaudible] school level. What are things that make it easy for you to change as a vet, and barriers to your change, to...to your making change? Could you talk about that?

A. Okay. As a vet teacher, before I came to the [inaudible], I was in nine different schools because of my age. No other questions. I would go into a building, have a great time. All of a sudden...and I think when I had come here the year before, I was leaving because a person had come into the building and the principal closed her classroom. And what happened was she had six months more seniority than I did and he didn't realize that so the first...and she goes, "Your getting away off notice and I'm taking your classroom," [inaudible], and it was like...and I'm on the second floor teaching K1 going, "Hey, wait a..." you know, and like I lean over this banister and I'm like, "Get up here," and he's like, you know, and this is to the principal who is this sweetheart, you know, wonderful, very supportive. He goes, "What just happened," and I said, "Come into my classroom and just tell me what just happened." And he went like ballistic. And he was like, "But her classroom's been closed." I said, "Right." [inaudible] classroom [inaudible]. And he's like, "No." And I said, "Uh-huh." But I went from, which I'm very fortunate, I went from eighth grade, which I loved, to teach K1. And this gentleman gave me the opportunity. So I've done a lot of changes. What is happening is if you don't change, first of all, the kids are changing. The ones that we are getting from day one are not the same children when I first started teaching. There is a whole different background, and also a whole different level. And if you continue with the exact same curriculum that you were on, it's boring. So you have to change. If you have to make that school is...okay, means something to the kids. You know? It means that you can relate to the children in saying, all right, they're all...they're all at different levels anyway, so you have to relate to each child as an individual, but also take them as a group too and say, "Okay, this is what we're gonna work on together—that we need to work on," such as social studies. Maybe we have to work on getting along. But then other years the kids come in and they enjoy each other. So every group is a different element when you get them. So you have to look at each group and say, "Okay, we're gonna have to make it so that these children..." You do the best for the group you have in front of you. And every group has a whole different elements that are combined, and some of them work and some of them are like real...they just don't mix, but some do. So what you need to do is you need to change with the curriculum with the group that you have in at that time. And I've seen some really wonderful things happening, and they have [inaudible] it again. And I'm sorry, I started there in '79 when they had, you know, we had to make up some hours or something from the snowstorm—the blizzard of '78, and I'm still using that because it does work. And the kids are going, "Well, what are you reading today?" And I was taking a class on the brain and the creative process in the brain. And I said, "A book on the brain." And it was...and I purposely took in a book from the class that had what the children's version of the brain, and the kids are going, "Oh, that's disgusting." I said, "Go to the next page [inaudible]." You know, and the kids go, "Oh." I said, "If you're really getting disgusted, go [inaudible]. I'm doing this. [inaudible] I'm gonna read it out loud. That's your business. If you don't want to...go over there and get a book that you know..."

Q. What grade was this?

A. This group. My first grade. I was trying to take some classes above my master's [inaudible], and some really...the Jennmarr classes, and they're fabulous classes, a lot of information, and you get a lot of different...the school systems all combine together so it's not just Boston, so you get...they're all like, "You're working too hard." I said, "Yeah, I think so too, but that's [inaudible] Jennmarr."

Q. Jennmarr?

A. Jennmarr. They have them in [inaudible] in Dedham. They have them at BC High.

Q. But...spell that, Cynthia.



A. J-E-N-N-M-A-R-R.

Q. Jen...J-E-N-N...

A. M-A-R-R.

Q. Okay, and what does that mean...what does that...?

A. It's [inaudible] Fitchburg State.

Q. Jennmarr, okay.

A. It's like graduate credits after your master's.

Q. Beyond your master's.

A. Beyond your master's.

Q. Okay.

A. And what I did was...

Q. They have different...different choices?

A. Different choices, so I took...[inaudible] Tuesday, Wednesday, Thursday. You go in at 9:00, you leave at 3:00, and you write a paper, and it was on graphic [inaudible].

Q. Okay.

A. And my kids know...my kids love the handbook. I'm like, these kids [inaudible] these are first-graders.

Q. And so taking these...you took these because you wanted to sort of meet the needs of your...the interest ne...the interests of your kids.

A. Interest of my kids.

Q. Interests of the kids?

A. I also wanted to meet people then...rather than just Boston, because those are the only people...

Q. Oh, okay.

A. You know?

Q. Oh, all right.

A. Like Irene Fontis[?]. I just needed to talk to people in different...and also it...I want to learn. I mean, if I stop learning, you're down, you know, on the ground.

Q. Yeah.

A. You know, you have to learn. You also...and some things I'm not gonna be bringing back to my class, but some things...I mean, it was called "Reading in the Brain," the last class. And the amount...I think the paper ended up being twelve pages that I did for that class. And I was like, "Oh, make a two to three-page paper." Well, after twelve pages, I'm like, "Well, [inaudible] half of the mater..." you know, but it was like...but what...how they deal with it is they take it and they let us...give us all the information, they let us roll with it, and just incredible,





incredible. And it's a very quick way for you to...it's like three or four Saturdays in a row, and I think I've taken three classes since January [inaudible] right now.

Q. So that...that helped. That worked for you, that...that it's not long and drawn out.

A. Right. You know. But also the information was like unbelievable, how much information you got, and every single class I took I'm using.

Q. How were the classes run? What did you like about the way the classes were run? I mean, was it like...it doesn't sound like it was lecture.

A. No. It was...the first half of the first one was a lecture.

Q. Okay.

A. Then they would probably bring in a video about it, such as Channel 2 had a video on the brain. So what they did was, and then they would open it up to discussion, and show you different ways...it was a lot of cooperative learning...

Q. Okay.

A. ...in a lot of the classes, and that's how they're run. And on a Saturday, you're sitting back with a cup of coffee in your jeans and a sweatshirt, and everyone's the exact same way.

Q. Yeah.

A. So it's not like you have to go, "All right, Tuesday nights," you know, and then you have to wake up on Wednesday morning and teach. Okay.

Q. Yeah.

A. But Saturdays, it's like, okay, do a personal reflection after each class, then you have a paper due, and if you want to get an A, you have to read a book and just give a...you know, so they gave you the options, they told you what was required, and [inaudible] classes.

Q. Okay.

A. You know?

Q. That's great. Any barriers to your change? What...what things get in the way of you making change as a vet? Always as a vet—speaking from the perspective of a vet, you know, this is very different from someone who just started teaching, but there are ways that...things that get in the way to your making change or barriers to your change. What gets in the way when you start...you want to make change?

A. I think that if something...

Q. What's a problem for you?

A. ...really works well and you really get it down pat, and then they say, "Oh, you can't use that then." And I'm like, "Okay." And then you try a couple of other new ways, and they're not working and it's not getting across, and you have to...

Q. Give me an example. A barrier.

A. All right, such as the one-way program.



Q. Okay.

A. I would start to use it [inaudible] with some of the kids. And it just...some of the kids needed it, some of the kids didn't need it. And I ended up going back to the phonics workbook, because [inaudible]. The kids have something in front of them. It's not just they have to listen. Because with the one-way program, it's a lot of...there's some wonderful aspects of it. I love where I have to run over the sounds with them and then have them write the sentence of the sounds of that day. But then three days later, I would say to the kids, "Okay, the other day we learned," and they'd be like, "Hey, wait a minute, now let me think about..." You know, and I'm like, "Wait a minute, guys. Let's go back to the phonics book." They go, "Oh, yeah, but there's the word be and I know that B-E says be. I'm like, "Well, how come, because something is not..." They need sometimes something constant, you know, [inaudible], rather than just...some of them are not auditory [inaudible].

Q. Okay.

A. You know, and we've used the phonics books I've been working with since I first started. And, I mean, I've changed the phonics books and how I approach phonics with them, but sometimes they [inaudible].

Q. Yeah, I'm trying to...I'm trying just to try to put it...I'm trying to capture what you're saying. Let me see if I can restate. I guess one size doesn't fit all, you're saying. You're saying, in terms of your own learning, that you need the freedom to choose what works for your kids based on what the kids are showing you. Is that kind of...I'm just trying to capture what you're saying.

A. Okay.

Q. [inaudible].

A. For me, it's very hard, all right. Another way. The basil[?] readers.

Q. Yeah.

A. They have their small...

Q. Yes.

A. ...short stories. I'm going in and taking the guided reading books. The guided reading books are a lot easier for the kids because it's not like ten stories together. It's one story. It's done. "Ooh, I've read a whole book." Not just, "Oh, well, that's just...that's just a story." But, "No. I've read a book. Want to see the book I've read? It's ten pages." And they feel that it's different from the basil[?] reader. There is a good reason for basil[?] readers. It's still a wonderful thing with the workbooks and everything else, but these here in the guided reading books, the kids are making up their own. What I need...I do for them now is they make a little personal response. "I like the story because..." Once they finish the story. So that I know if it's the finish level E, level F, level G.

Q. Okay.

A. And they, "Oh, I like that story." "Oh, go back to your little personal response and tell me which story you'd like to read again."

Q. Okay.

A. So they have something concrete and they can say, "Gee, I've read a book today." [inaudible]. "And tell me about the book [inaudible]." And they feel good about that.

Q. Okay.

A. But they also, some kids enjoy going back to basil[?] reading. "There's a bunch of stories in this book."



Well, there are. They're there available for the children for independent work. When they feel...

Q. These...okay. So that word, I know the word. The word, I think I've used it a long time ago, is eclectic. You might have used similar...a couple of you used this word with me. This whole notion of teaching being eclectic. It's not just one...it's not just one way. But you have to look at your kids, and sort of choose and not...instead of something mandated, but mandated doesn't necessarily mean it's gonna work for all kids, so I'm just...I think that's the word eclectic, [inaudible].

A. Okay, that sounds [inaudible]. I like that.

Q. Okay.

A. I like that word.

Q. Okay.

A. Thank you. We'll go with that word.

Q. All right. Any other barriers or anything else in the context—whether it's classroom context, school-wide context, system...system-level context—anything else that gets in the way or makes it easier?

A. I think sometimes I feel that, for my kids, the kids can give me four or five sentences, really complete thoughts. And I think they've done a great job. And then it gets torn apart. And I'm like saying, "Okay, my kids are not going to college or anything. They're going to second grade."

Q. Okay.

A. You know, for me, for this child here...and I know you're supposed to look at work without looking at the child, but it's very difficult because I'm saying, "This child has come from knowing five letters..."

Q. Yeah.

A. ...when they started with me, and I'm gonna give that kid...because they wrote for me...

Q. Okay.

A. ...three sentences. You know? Do you know what I mean?

Q. Yeah, I do know what you mean because it's almost like you look at [inaudible]...

A. I'm not trying to...

Q. ...[inaudible] Jonathan, but let's take another child who hasn't come as far as Jonathan and has come a ways...

A. Right.

Q. So you look at him. He's not on E or F or whatever the bench...system benchmark is, but he didn't even know his name or why he was here, and now he's oh...not Jonathan, but [inaudible].

A. Yeah, yeah.

Q. So it's...it's kind of the same thing, I think, if what you're saying is progress counts here, not just sort of the work that's being exhibited or displayed at this point in time.

A. I'm not setting the kids up to fail.





Q. Yeah.

A. I want them to succeed. And I want them to feel good about what they've been doing. You know?

Q. Yeah. I think it's something we all grapple with, Cynthia, you know, that notion of standard. You know, there's sort of like the standards, you know, sort of national standard or whatever—just the benchmark—and then there's this kid, kid's progress, where he came from nothing to...he's made tremendous progress.

A. And you just want to put him up on a pedestal and...

Q. So that is an issue. So that's something you grapple with...

A. Yeah.

Q. ...in terms of...

A. I think you're gonna always though.

Q. So that's...so then how...can we relate that, what you just said, that comment, to your view of change for yourself. How...so how...how does that interface with your view of change on your part?

A. Change on my part...

Q. Yeah.

A. ...is I am giving the...I'm giving the children the opportunity to succeed. And I'm giving them a lot of options. I'm not just saying to them, "This is how you have to do it."

Q. Oh, okay.

A. And if a child is doing a really good job in reading and the math skills are not up to par, what I may do is have that child feel good about his reading and say, "Okay, this guy needs a little help with reading, but he's a whiz in math. You can help each other." I let them peer tutor each other, so they feel good that they are...they have something to give.

Q. Okay.

A. They're not just being lectured to. Saying, "Okay, wait a minute. Miss Kelly says I'm really good in reading. This guy could use some help, and he's really good in math, so I can use him to help me." So they help each other out. You know, I think that the kids need to become more independent.

Q. Okay.

A. And how it is is there's one of me.

Q. Okay.

A. And there are twenty-three other little friends of yours, and they're all there as...they can help each other out.

Q. Okay.

A. I'm not the only resource.

Q. Yeah, okay. So I'm just...yeah. I think your philosophy of teaching is coming out here. I'm just...as



you're talking, I'm kind of like trying to put together you and change.

A. What I'm trying to say, okay.

Q. And I think your philosophy is coming through. It's just you still respect a child's [inaudible], so you...with...the system tells you you must learn standards, and...and kids have to meet a standard. So you make the changes to, you know, to teach them to the standard.

A. To bring them up to the standard.

Q. Yeah, but you're saying you...you...I think...

A. I don't think that the standards are reflecting of what the child is able to give. So what you do is you work on the child and saying, "Okay, this is where we need to work for...for you. The reason we need to work here is so that we...you can do your best work." We need to write three complete sentences. We need to get the ideas together.

Q. So you don't...you don't have a problem with this...with those changes or those standards.

A. I don't have a problem with...

Q. You don't have a problem with that.

A. Overall, they're fine.

Q. Okay.

A. Because something had to be done where there was a need for the child to reflect his work for the year.

Q. Right, okay.

A. You know? And there had to be something done because some children were just passing by without any type of consequence if the work wasn't up to, "Oh, well, he's the right age so let's pass him on."

Q. Okay.

A. Now we're looking at both the teacher and the child and saying, "All right, this is where the child is. This is where we need to go to the end of the year for him to be ready for second grade, for him to be ready for the next grade, where he needs to be." And it's a learning process. It's a growing process. I know what they did in kindergarten with him. And you say, "Okay, this is...remember what we did here? Now we're going into first grade. We're going to continue what you did, but make it more...more information [inaudible] given by you." Because making the children more independent does not...independent learner does not hinder their educational, you know. They need to know that they can do it, but this is where they need to go. And to go to the next grade, they need to be at this level. And if they can't make that level, we need to see in January what we're going to need to do to get that child to that level. They need to be tested as a group, but I don't think the testing is completely fair to some of the children that don't test well. You know?

Q. Okay. All right. I think...I think I have, you know...

A. [inaudible].

Q. We listen to that and pull out, you know, some of the big [inaudible].

A. Probably at the end of the day.

Q. Yeah, yeah. Okay. This question, again, aims at getting your perspective as a vet.



A. Okay.

Q. How do you feel the study group model could be improved? In other words, eight of you went through this together. You all got twenty years or more. What can be improved if we were gonna like implement this on a system-wide level, but we all...every vet would need to be in a study group. How would you improve this model? In other words, you know, what was least helpful, what was not helpful, what was just...how would you improve it?

A. Okay. I think that the group we had were wonderful. I really do. And I think it may have been good to have young teachers in there. Like half and half.

Q. Okay.

A. So you can both perspectives. Because I think that the young teachers feel that sometimes they're overwhelmed. And they know...I don't know if they still have the mentor/mentee program. They used to have it, I know that. And I know that the teachers really...all the teachers thought it was wonderful.

Q. Okay.

A. I think sometimes they need to...

[Tape side A ends. Tape side B begins.]

A. ...you know. We're all dealing with changes, and so it's not just your coming in as a brand new teacher.

Q. Okay, so sort of a mix...mixing...

A. Yeah.

Q. Anything else that would have improved it in your view? What was least helpful? Least helpful—the one that sort of we...you know, we're talking about most [inaudible]...

A. Trying for me to get the time to get there. When I got there, I loved it.

Q. Okay.

A. When I got there, I loved it. But for me to say, "Okay, now I can't do this today or I can't do this today."

Q. Yeah. [inaudible] after school [inaudible]. Would you rather have had it during school time? Or [inaudible]...

A. That would be hard to...that...you couldn't do it.

Q. Yeah.

A. You know, there was no way, you know. And even for us to be there at 3:30 is toughest on the teachers. And I know the first one I missed and I'm sorry I missed it, but there was no...

Q. Yeah.

A. There was, you know.

Q. But would 4 o'clock have been better, pushing it up, pushing it up? Would that have been better, you think, [inaudible]?





A. No, 'cause I think we're really tired [inaudible].

Q. [inaudible], right?

A. Right. You know, either way, it's at the end. I don't think it would have been, you know, but just trying to get the time.

Q. Time, yeah.

A. Yeah. But that was the only thing that I really...when I got there, I loved it. I really did, but it was like getting there and saying, "Okay, I should have...no. I should be on the treadmill." I can't say it because I [inaudible] been there in three weeks, but that's beside the point. I'm just gonna be going here to there, so I should be up...no. I'm not gonna be there, you know.

Q. Time.

A. Yeah. But that was the only thing because...but I really enjoyed working with one-on-one with the child and I think I'm gonna do that from now on—a child that I think is at risk. Take the time to find that child. And say, "Okay, can I [inaudible] this child." You know, I'm gonna find...

Q. You mean in addition to reading recovery, or are you...you would...you...you mean...say the child clearly needed reading recovery, you say you would send the child but also spend time with that same child or you would send a child who wasn't going...well, didn't have any...

A. See, he did not...he didn't have reading recovery.

Q. Right, he didn't.

A. I did not want a child that had reading recovery.

Q. Right.

A. I have a little girl that reading recovery is, for the most part, [inaudible]. I have a little girl that came in knowing five letters of the alphabet. She's right now in reading recovery. She just went up another level, and she worked with another teacher this afternoon. And this was a girl that, when she first came to me, I'm saying, "Wait a minute. She needs to go to that [inaudible]." It's like [inaudible]. But I'll take her. Because she was not up to the level of our children. She went to a different school.

Q. Okay, right.

A. And I said if there was room in kindergarten, these are the re...[inaudible], I think she recommend [inaudible] the alphabet. She is up to level...I think she did level [inaudible], you know. But [inaudible], and she just thinks...she can't stand herself. Because she's going, "You remember what I was?" And I said, "No, because I remember what you are now." And I said, "And I don't..." She goes, "I do, and I didn't like it." And I said, "Okay, what's happening now?" She goes, "[inaudible]," you know, and like, you know, this...the thing is you make kids feel like they're...what they can accomplish. Any growth at all is positive, and I think once you're positive with the children, they continue to want to even self...they get self-motivated.

Q. Yeah.

A. They really do.

Q. Okay.

A. Especially at this age.



Q. Great. Last question, unless there's anything that was not helpful. If you want to, you know.

A. I think that...I...I...I really, truthfully enjoyed every lady that I met.

Q. Okay.

A. Oh, I'm sorry. And the gentleman also that was there doing the video. He was very nice.

Q. Oh, my [inaudible], yeah. Okay. If there were a part two to this project, just say there were a part two, what would you like it to involve? What would it look...if you had to structure it, what would it look like? What would you like it to involve?

A. I would like to go into a little bit more in-depth on the DRA, and to see if there's any other testings that...such as a running record that are very quick to do that...a different assessment that, I mean, I like trying things new. I really do. I think that the DRA is great, and I'm very happy I was introduced to it. Running records, I love. But if there's anything else that's gonna help me to...to get a level for my children and go to the next step, that's fabulous. You know, I mean, I want to do the best, and I do know that I do have some...there are some concerns that I have about whether or not the children that I am testing it's the right test for them. Running records is good for some...for most kids. They love it. Because they...but they are noisier than anything with the, you know, when you're doing the checks, some are like...I feel like, "Well, you're cheap[?], you know. Give me a blank[?] book, you know."

Q. Yeah.

A. But I think sometimes kids get frustrated too when they're doing the running record and they see that the checks aren't coming. And I want to just think of something that...if there is another type of testing. But I love...I love running records, because I think they're just quick and it's a good thing...if you taught something and it's in the book, seeing if it got instilled... But I love the DRA because it asks about the meaning.

Q. Good.

A. You know, so that testing made me stop and when I start a book now, I make them look at the pictures before they start anything, and the kids go...they haven't read anything. They say...they're going, "We spent five minutes on pictures." I said, "That's nice."

Q. How would you...if there...again, this is part two, you know, the three levels of the [inaudible] when you talk about what kind of basic computation and so forth, with counting up DMSs[?] and [inaudible], and we even got into teaching for strategies and book selection. How much...how much of that would you...or what part of that, all those pieces, would you see in part two that you didn't quite grasp the first time around? What...what of all those things I just mentioned would you like to have ano...if there were a part two?

A. Probably meaning and structure, which are pretty close in their, you know, how to define a little bit more. But I think they are so close that either way is...I think a lot of them are both intermixed on that one there.

Q. How do you feel about your grasp of teaching for strategies? How do you feel about that?

A. I feel it's pretty good. I feel it's good. And I know that next year we're gonna get like forty-eight hours of training. So, I mean, Joan is the trainer...train...the trainee this year. Next year she's gonna be the trainer.

Q. Right.

A. So and I think next year we're gonna be...

Q. You're gonna be quite rounded, I...I...

A. Right.



Q. I know, you know, based on your work this year, than even the typical teacher, because of the work you've done with the DRA and the running record stuff, 'cause a lot of teachers haven't had anywhere near the amount of work you've had when they became part of that LT class the second year. That'll be good for you, yeah. Okay. Anything I have not...any other comments that I have not...you know, I did ask you the three questions at Old Colony, the restaurant, you know, how you define professional development, what you believe constitutes effective professional development, and then when you said that you're learning, what do you mean, and if you want to add...did you want to add to any of those things that the group said, you know, feel free to add to any of those things—anything that you didn't finish your...[inaudible] about those three issues. Or anything I haven't...anything I haven't touched upon.

A. I'm very...very comfortable...very comfortable with what I've done. I'm very, very comfortable. I'm glad I did it.

Q. Okay.

A. I'm very happy I did it because it just said to me, "Okay, you have another assessment that you can use." The DRA, to me, being interested in something like that means a lot to me because that means that, okay, child really confused, really frustrated, where do you go from here. Give him the DRA and we figure out what's going on. And I think sometimes, like Jonathan [inaudible], I don't think he's [inaudible]. And he said, "Go for it, babe."

Q. I mean, like you said, it has the comprehension and the running record piece which makes it sort of not the just the running record. It's comprehension. That's...it's a really nice...I think it's a very nice tool.

A. Yeah, I do. I really am very happy with that. And then [inaudible] got six hundred dollars [inaudible].

Q. Yeah, yeah, per person, right? [inaudible]?

A. Yeah, yeah.

Q. What are you gonna do with that?

A. I think I'm getting a lot of [inaudible].

Q. No, but you can have it in your own room, right?

A. Yeah. The kids will love...love it, because I got David Jones' [?] books.

Q. Yeah.

A. A bunch of those chapter books and, I mean, like I've been paying for them [inaudible]...

Q. Yeah, yeah.

A. ...at the book fair so it's like...

Q. Good for you.

A. ...okay, you know, [inaudible]...

Q. Yeah, oh nice, yeah.

A. ...[inaudible]...

Q. Independent reading...





A. ...nice...I love when my group share.

Q. ...[inaudible] anything else [inaudible], anything?

A. No, nothing else.

Q. Okay.

[Tape ends.]



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MAJ: OK. I'm talking to Connie Leone.

CL: Yes.

MAJ: And um, Connie could you describe your education. Your under grad education. If you can remember that far back. Including any (inaudible) study or courses you took that stand out, what school it was. What school was it?

CL: Um, I went to the State College of Boston.

MAJ: Oh, OK.

CL: And I also took courses in the reading room and I have a Reading Certificate, as I have always been very interested in reading. My mom was my first reading teacher, she read to us and my father long before. They were immigrants from Italy and they were interested in education.

MAJ: Any courses or any theories you studied back then at Boston State.

CL: Dewey - John Dewey

MAJ: Did you, yeah, yeah.

CL: That was also a question when I was receiving my Masters' Degree they had a comprehensive exam then.

MAJ: Oh, they did. So you actually got your Masters from State as well.

CL: Yes. And I now have 59 beyond the Masters and I'm just working on one more credit.

MAJ: Yes, because they have the Masters for 60 now.

CL: And, um, taking Monday nights, an in-service course, um, assessment to Determine Instruction

MAJ: Oh good. Where, where?

CL: At the Campbell.

MAJ: Oh at Campbell.

CL: Its wonderful because all of these assessments that are done on the children, now I have working knowledge...

assessment  
Supports  
OK

70 Can 7030  
70 Educ 70 Educ  
70 norv 70 Prin



MAJ: ...oh, that's great..

CL: So, its sought of like, um...half...

MAJ: ...who's running that

CL: (Can't hear too far away) they wouldn't honor it, so uh, they were very nice about it, I took a graduate course and um, they are using the assessment...

MAJ: That's wonderful.

CL: So they were nice to me up on Court Street, and she says to me "All you need is a one in-service credit. So this was available.

MAJ: This is great.

CL: Yes it, so its sought of like a happy medium because I'm learning something else

MAJ: That's great, so you're getting this one and the other one. It will help you deal with us.

CL: It gives me all the definitions of all the different things that we are doing.

MAJ: Its just Monday nights, for how long?

CL: Eight weeks.

MAJ: Uhuh, that's great.

CL: So anyway

MAJ: That's wonderful Connie.

CL: So, I mean I'm pretty open about it, you can always learn. But its by this gal, um, Jane Nagel and Associates and she's doing it in collaboration with this Maura Johnson. Do you know her?

MAJ: No I don't. What, your degree from State, was in Elementary Ed., I'm assuming?

CL: Yes.

MAJ: And what year was that?

CL: '64.





MAJ: '64. I came out of high school in '64. And then your graduate degree was what year?

CL: '69.

MAJ: '69. And it was in reading?

CL: Reading.

MAJ: OK, so, elementary?

CL: Yes, reading.

MAJ: '69, OK great. Now could you talk, can you remember anything else about your graduate education or your undergraduate. In terms of the courses, how you were taught or anything. Can you remember anything about the courses?

CL: I did student teaching as a senior in college. Um, there was one course that I really enjoyed and that was in materials. And that's really the name of the game.

MAJ: Yes.

CL: You can have all the methods in the world, but if you don't have the material. And we did, if I can put my hands on any for the next time I see you. We had to make a lot of things in those days.

MAJ: Yes, uhuh.

CL: And its just a little house, I showed the students. Like I say, I don't know off the top of my head, its over there. Suppose you would take initial consonant day, so they would have these little things to open up and a couple would not be big, so they would have to...

MAJ: OK to make it so...

CL: I remember that course. It was by Marie Boyle. I found her...

MAJ: Yes, I had Marie. And Mary Rice too. Did you have Mary Rice?

CL: No.

MAJ: Yeah, but I remember Marie Boyle, yeah.

CL: I thought she was dynamic.



MAJ: So mainly lecture, but you did have some interactive...as well.

CL: Oh yes. It depended on the instructor. Some people just came in and lectured. It just depended on their style.

MAJ: Yeah, so that was the main course you remember in your undergrad. Is it undergrad?

CL: No graduate.

MAJ: Oh, graduate school. And then you had student teaching in your undergrad. The senior year of your undergrad. Anything else you remember about your graduate education?

CL: When I went beyond the Masters, I became certified in Special Ed. moderate. Just for my own interest. I mean, maybe I shouldn't say this, I'm not a big fan of special ed. Um, now the emphasis is now really have to have a disability and that's something that should have been defined when this whole thing changed in the '70's and those people were doing their own curriculum. Nothing was in collaboration with regular ed. Um, I've never been a big fan of (can't understand).

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MAJ: Yeah, I agree.

CL: I think that when a teacher comes in, like what we are going to have here with the literacy tutors, she will come in and take (can't understand) two sessions, ten minutes, and those children will be her constant.

MAJ: OK.

CL: Hopefully, they will keep moving as she adjusts the level. I believe in something like that. I don't think you can have, and she's going to do it right here. The person who comes in should have a definite place...

MAJ: OK..

CL: ..with a definite setup.

MAJ: Umhmm.

CL: So that she can just slip and slip out. That's how, even when I have a student, um, either she talks or I talk. We can't have two people in the front of the room running it.

MAJ: You don't like to pull out, you feel, collaborative, that's what you're talking about?

CL: Yes.



MAJ: A little collaborative.

CL: I think if you are doing speech and you have to form certain timing in certain way that's a different story. But by and large, I'm not someone from Title I.

MAJ: OK.

CL: Even when we had Title I, Chapter I, everything was a mystery. They never said that we could not order the same basal. It was so ridiculous.

MAJ: It needs to be clearer.

CL: Exactly. Everything now is a community. And we can choose to teach that way too.

MAJ: OK. Well now, could you evaluate your preparedness to teach reading based on your undergrad and graduate experience. Give me some examples of what you thought worked, how prepared you were.

CL: Well, I think most of my preparation was based on needs. I don't care on how many courses you take, you have to study your class, I feel, with any program. Particularly now with the literacy program with the centers. The centers have to meet the needs.

MAJ: And where did you get that thought that you have to look at the needs of the children. Where did that come from? Just who you are?

CL: I think is sort of instinctively. We all have needs and these are part of teaching. If you see a weakness you have to be able to allow a child to practice.

MAJ: And do you think any courses....

CL: ...courses...

MAJ: Yeah, as you think about your courses, were there any that come to mind be more prepared as a teacher of reading?

CL: No.

MAJ: That's interesting.

CL: No, I think I always read the teacher's guide and I picked and chose what I think would work. I feel that it really rests with you to take that information to see. I'm with these kids all day, I have to do something. Seriously, I don't mean to sound factious.





MAJ: Well that's great that you've always felt that way, I mean...

CL: I really like teaching. I mean, I have, some days a little cloudy....

MAJ: ...that's everybody...

CL: ...everybody, and some days are very clear. But by and large, I'm very happy with what I'm doing and I think that's what's important.

MAJ: From the beginning, you have felt, that...

CL: From the beginning, I used to feel overwhelmed when I first started. You know, I had a lovely exchange student from Hawaii, last year, in fact she called me last night. She knew I'd be up, because the Red Sox were playing, and um, she says Connie, I've been getting home so late from school, I have to prepare. I said, I told you have to prepare, especially the first five years, you really have to have that preparedness. You can't come in and just wing it. I mean, sometimes, things happen spontaneously, like the students were reading. We were reading (can't understand) as my read to, to start off the program. And I was amazed at the number of short a words that they couldn't get out, I couldn't believe it. So I went on, and I said to her now when your supervisor comes we really can't do that. You have to present the lesson to her 15 - 20 minutes, but when you have your own class, sometimes these things happen. And what you do, is say, well, I have to prioritize.

MAJ: The got a shock.

CL: Uhuh, they were able to families like snack and back, I didn't think they could do that, but sometimes you underestimate...

MAJ: ...yes, yes...

CL: ...they just picked up, they picked up the rhyming. Even the slower ones.

MAJ; That's good!

CL: So, I just feel that's what you do.

MAJ: Yeah, sometimes just being flexible is what....

CL: I hope I'm answering your question.

MAJ: Well, I think that's fine. You give me, you just feel that the courses are fine, but it still comes to who you have in front of you.



CL: And you take from that, cause you can't use everything from a course. I don't think you can.

MAJ: OK.

CL: I don't know.

MAJ: I think you're in the real world. I mean, you have courses, but you still have to come to the real world and kids that are in front of you. I think, that's basically what you are saying. Since your graduate and your undergrad., what have you learned about reading, that you didn't know before? You know, when you first came out of school? And you said you have 59 credits. What have you learned about teaching of reading since you've come out of college, formal college?

CL: This is going to sound very simplistic.

MAJ: Mmhmm.

CL: When we used the basal I always had to have four groups, I could not understand teachers having three. These children, three, just to lump them in. That sounds very simplistic. You can't do it, that's why I really enjoy this program. I really, you should see, these kids, I really got the whole thing underway, what's today Thursday, Tuesday and Ann walked in, she was crying, this is wonderful. I said, wow, I'm still refining and I'm not looking at the clock. I can't look at the clock right away, and say, "Uh, 5 mins of this, 20 mins. Of this". I don't care what Tony says, he's been the fella in charge. Its going to take me the rest of the month to really refine it, the way I want it; but it has to be slow. And I have the student to consider. OK, so I'm just going to give her just one group to keep. And that will be her group, and she'll have to guide, and she can consult with me, with what she wants to do as a follow up.

MAJ: So, it's the number of groups. Anything else that's you've learned since, or you're doing differently than say when you were a teacher 5, you know the first 5 years of your teaching as opposed to now?

CL: I wasn't a big fan of whole language. I'm not fond of cores reading. What I like about the whole language and that's what I employ now, is the sentence strips and the tapes. I use that too. Because you only have so many books down there. Now we are sharing them with the second grade, so they're taking a lot of the intermediate level. Like I have four children who scored between 16 and 20. Then I have one child, who went right off, 28. He is darling. He said to me, "did you ever hear of the periodic table Ms. Naomi?". So, I said, "Clinton, yes I have". I have taken chemistry. So I brought him in a copy of a periodic table. As a matter of fact, a gal that I took some courses with in Emanuel, became a physicist out in California. She left Boston about 23 years ago. And she is now



a mystery author. And she is writing a series of mysteries based on periodic tables. So, she's done the Helium Mystery, etc. and her calling card is the periodic table. So I made a whole copy of it and I gave it to him.

MAJ: In the first grade?!

CL: Well, he is unusual.

MAJ: Yeah, yeah. It sounds like it.

CL: When I take an initial consonant he listens and uses that board word - he sits there - never says, "Well, I know this", nothing. He has such a respect for education.

MAJ: Yeah, that's wonderful.

CL: So, what were are going to do with him, is that, he is go, he's going to stay with his colleagues, or his peers, I should say, (I don't know if they are his peers, because he is so above), but I spoke to Ann about him. He will go with the literacy for the second grade when she comes in for the second grade to do he dynamic reading, so he will be reading here as well as there. And I have put him on 20 plus and those books deal with units like spiders, and ants and so forth.

MAJ: So, he's on a different...

CL: ..yes, and it calls for a lot of extracting, it almost like doing research.

MAJ: Well, that is where he is.

CL: That is where he is. He is writing.

MAJ: When he's that high a level, that's where he is.

CL: He's very unassuming. I gave him, I took all the words off the word board and I said, "Clinton, I want you to put them back in alphabetical order", he did it!

MAJ: That's wonderful.

CL: He said, "I have one question, what about question mark?", now that's two words, its treated as one. (Laughing) I think the courses prepare you. They broaden you, but you take from the courses what you feel you can learn, plus your own assessment of them as they apply to you students. Assessment is something that is always ongoing. I don't know if I've answered you question.





MAJ: You got the form. What else is sought of drastically different from what you did when you were in your first program.

CL: ✓ That's called teaching! It's different, in that it's upside down. For example, you take your phonics from the text, but I do allow, I do a phonics lesson.

MAJ: OK.

CL: And I have...

MAJ: Compared to, what did you do before Connie?

CL: ✓ Everything was in isolation. Here, like we started homonyms. I have an Asian boy - his name is TU T U, would you believe it - so I have his name up there with the four words - Tu Tu Tu Tu - and he because of this language, he just (inaudible) I don't have his record because they haven't quite finished. But when I tested him, uh, and I think I gave him to Michelle as well. Uh, but with him, its just a question of being exposed to the language and in the last month, you cannot believe the progress he has made.

MAJ: The exposure

CL: The exposure - repeating this line (inaudible) and so forth. He doesn't quite understand to and two, but he knows two is the number.

MAJ: So that's OK.

CL: ✓ So, I've introduced homonyms when I taught the number 8. It's all within the context. Its like, you know how everything is holistic?

MAJ: Yes.

CL: That's what I find about this.

MAJ: And do you, when did you, so you're doing those things different. What made you do them differently. The things you're describing to me, that you do different. What would cause that.

CL: ✓ When we went to the training last year, I have to admit, I can't saying to myself, "uh, how am I going to put this together - I have first grade - and they have to learn to read." I mean, second grade they have the basics, supposedly. First grade you know yourself when they come in, they're all not good.

MAJ: Oh yes.



CL: ✓ Ok, so - and every time we went to these meetings, I kept feeling, not stressed, but more concerned. Everybody was concerned with management. I've never had a big problem with management, I'm very consistent, and children will understand.

challenge  
Sf - done

MAJ: Mmhmm, Mmhmm.

CL: ✓ I'm very fair. Some people say I'm strict. I'm not strict. No one here is in pain. They are very clear, they know just where they stand with me. And I think that's essential. Because that's a form of moral development that should be part of your instruction.

the

MAJ: Absolutely. So they know that management is not an issue.

CL: ✓ But still, Mary Ann, to get these kids and all these little centers is a big task. So I made two signs. Toni showed us some, like most people would come and their concern is was management. So, I didn't like - I don't know how many examples she gave us - but there was one that had open and close, so I made that.

challenge  
support  
pro-  
PP  
at school

MAJ: They showed them to you - tell me about it.

CL: ✓ And we would have a little huddle, because at this point, it was almost into December. Whereas this year, after the testing, I've been able to kind of, what I did is I had the student read them a story and they could go to the listening center. So they started going to the center and the listening center is the draw - the love it! They can hear it, they're learning all the words, and cassette plays, etc. and they just love it. Then they can do the strips. Before they do the strips, they do buddy - they read the story by themselves and then they go with their buddy - you read a page, I'll read a page - oh you don't know that word - I mean they just teach each other. They push each other. That's the word I use and they don't even know it. So, in some ways it makes your job a little easier.

support  
presenter  
to

MAJ: Mmhmm.

CL: But if I hold up close, you go back to your seat. So for two hours they're away, I know that looks very traditional...

MAJ: Yeah.

CL: ✓ but it really isn't. Absolute space. I cannot imagine having this room in any other condition - placement of furniture and yet have my center. Unless Tom says, "Connie, you have to change it." But for two hours, they're out of here. You know what I should bring in the next time I see you, I have a student come with me, and she took the course with me. I don't know we taught something - so they had to keep a journal when they came here on Wednesday, so Ann came in one morning and she said to me, "Wait til you read what Hope wrote about you, it's so true." Well, I'll tell you the truth, I was nervous.

support  
in front  
space  
Setup



I said what, because sometimes I do things and I reflect, but sometimes people see you differently than you see yourself.

*Handwritten:* I don't want to be a police

MAJ: Oh absolutely, that's right.

CL: So I said, "I don't believe this." She's an older person, probably about 35, she has three children. On has very very severe special needs. She's from out of state, anyway, so I ran it and it (inaudible) extremely high, and it was exactly what I thought. And one of the sentences was, when you walk in, at first you think its very traditional, but its hardly traditional. So, if you'd like, I saved it.

MAJ: When was this, last year?

CL: This past spring of '99. I'll bring it in.

MAJ: Yeah, I'd love to read it.

*Handwritten:* I want to support to police

*Handwritten:* ✓  
CL: I have had a lot of students, but no one has ever done anything like that. And she would have loved to have student taught here, but she, they have some program at U Mass where you can go into the Cambridge system and she really needed money. She was going to school full time and working 2 nights a week, there's a bowling alley off Morrisery Blvd., to make ends meet. I mean, she really was driven. And she said, "I'd do anything to be in your classroom, but I need the money." So she got accepted, some kind of an internship..

MAJ: Yeah, in Cambridge...

CL: ...off the top of my head I don't remember...

MAJ: ...I think I've heard of it.

CL: So she went there. Lovely girl. So I have to bring that in.

MAJ: Yeah, I mean, I see Mary, Mary told me she left you all that too.

CL: I always say, "Mary, Mary you sure I'm doing the right thing." (Laughter)

MAJ: Yeah, because she raves and raves about you. So when I was telling her I was interviewing veteran teachers, she says, "Oh I know just the person, Connie, Connie." I said, "OK, OK."

*Handwritten:* ✓  
CL: Yeah, I'll tell you Mary Ann, I really don't understand myself, its so profound about what I'm doing, I'm so unique (Mary Ann laughing). They're all learning and that is the bottom line. I do not, what I know that works is, the kids can talk and they talk about the reading

*Handwritten:* I can't help it





✓ and I, what I do is once I take a guided reading, I get out and a just take a quick walk. Know what I've been doing now, that I really didn't have a chance to do that much last year, was at the end we do a sharing, its hysterical.

MAJ: Yes, I bet.

CL: ✓ They come up and they have to speak in sentences, that's one of our rules. I read Pumpkin Pumpkin today and I think the author was, Mary Jones. And what I liked about it was, when got that great big pumpkin, it was so small, it started from a sprout. They can repeat what they read.. That's literacy, and I tell you, many of these kids go home and they, no one interacts with them.

MAJ: Yes, I think that's very important, Connie. The oral language. Getting them to use, not just interacting, but getting them to, its an audience to get them to talk in sentences. You know oral language, using their oral language.

CL: Well, I'll tell you another thing...

MAJ: ...structure...

CL: ✓ ...like I tell the students. Another piece of it is, and I say this very humbly, the teacher has to convince the kids, this is the greatest show on earth.

MAJ: Yeah, you have to be an actress.

CL: Of course, of course.

MAJ: You have to, you have to.

CL: ✓ I don't act like this all the time. So, that's another piece of it. You know, you have to have enthusiasm for the program.

MAJ: ✓ Yeah, well, I'd say from the beginning, you've had enthusiasm for teaching but, would you say that's when you made some of the drastic changes you've made is with the bell?

CL: Yes.

MAJ: With the bell.

CL: The whole language afforded some of it.

MAJ: OK.



CL: But I wasn't completely sold on whole language, but I did it, even with the basal.

MAJ: What was it with the whole language that...

CL: Well there wasn't enough. I'd say, instruction. You cannot do a whole class. Now when I first started teaching we had afternoon reading and everyone read the same book. And there were kids, they didn't have a clue. And when I went to school, I had to teach myself phonics. When I started teaching you did phonetics in reading and I didn't know a long "a" from a short "a", because when I went to school, we just used the sight method. I had the sisters.

MAJ: Your own teaching, your own learning.

CL: Uhuh, right. And a little bit, a little brighter you might say, and I'd say, "Gee, that kid can't read", to myself when I was a little girl. Good thing my mother helps me. OK, I remember that. (Laughing) There are some things I remember about my mom. So when I got teaching, I said, "Phonics, dear God, I don't have a clue." I had to teach myself all that. So, I think a lot rests within the teacher to assess, I mean, of course, wanting to teach is a given.

MAJ: Yes, right.

CL: And I think you have to enjoy children. And I think you have to go over when you pass over that threshold. I mean, sometimes my mother will call me, "How was school today." Well, we had a pretty good day. Well its not easy with children all day, Connie and that's the end of it. I think some of the burn is, a lack of preparedness. I think, I think its not respecting the confidentiality of the children.

I have some children in my room that are learning in spite of (inaudible)

MAJ: Oh yeah, sure.

CL: and I think you have to put that attitude aside. I think that's another piece of it. I have never made it an issue to go in and talk about children, only to the proper people. And sometimes that's hard, because someone will say, "Did you hear that so and so," you know, and I don't feel that talking about so and so.

MAJ: Yes, yes.

CL: Like you said, somedays are good somedays, I just wish I could stay home, it depends on how I feel.

MAJ: Yes, but that's life, I think, that's just life. (Laughter)



CL: I think all jobs have moments, that you say, "Gee maybe I should be an engineer or something." Sometimes, if say to the kids, "Aw, I should have become a nurse." And they get the point. (Laughing) I always say, "Don't mind me." But I think you have to make fun and this program I have found to be fun.

MAJ: OK, you've found it to be fun. Are you still refining and putting your own...

CL: ...I'm refining all the time.

MAJ: You mean, Tony told you, this, this and this, but you told him it takes time....

CL: ...I've said, Tony, I know I can't do this. Like he suggested having a schedule. I can't, a can't feature a schedule.

MAJ: OK, Mmhmm.

CL: I can't. That in 15 minutes I have to stop. I might go over and sometimes I go under. I'm always with my eye on the clock, cuz now its 2 hours.

MAJ: Mmhmm.

CL: And I love to get everyone. Every child wants me to look at they're doing and to read. And sometimes I can just combine, say, read this one page, you can kind of estimate if they can go on. Then I'll do a running record on the children that I have my doubts about.

MAJ: When did you start doing a running records?

CL: Last year, we....

MAJ: ...last year, OK....

CL: ...I never used a running record before as a tool.

MAJ: Last year, OK, uhuh. Now what other assessments have you used before the running record?

CL: My own observations.

MAJ: Observations.

CL: Little tests.

MAJ: Did you use the Basal at the end of the chapter, those kind of ...





✓  
+ ✓ ...yes, those afforded themselves and was right there in front of me. But with the running record, I don't want to say intimacy, but I use it very loosely, and you're right there with a child.

MAJ: Mmhhh, Mmhhh.

CL: And that's special to children. Especially, first graders.

MAJ: And how often do you do the...

CL: ..I haven't done any now except for testing.

MAJ: OK, you do them for the initial testing.

CL: Yes, part of the observation series.

MAJ: OK.

CL: To determine the level.

MAJ: And that's what you did last year as part of the initial testing, you did running record with the (?) Survey.

CL: Yes.

✓ MAJ: Mmhhh. And prior to Bell, you mainly used teacher observation, you basal tests. Anything else that you used?

CL: Not off the top of my head, just what was expected of us. Like what we are doing now. See this is, like I said, this is all your senses, they're reading to each other, they can get up, walk around. I give them the direction.

MAJ: Yes, sure.

✓ CL: I'm still, they don't know it, but I am still in charge. I don't know how you can have this program without having the teacher preparing...

MAJ: ...no you have to.

CL: I don't know, if I've answered your question.

MAJ: You're doing fine. What has not been helpful, in terms of the change you've taken on here?



*Story*  
✓ CL: Not having enough books. People keeping books for a long period of time. Oh I like this book, well, I do too. (Laughing). Oh my children like it, but I haven't read that yet. And that's a real attract book in comparison to some of the others.

MAJ: So you mean, the book room not sought of...

CL: ...yeah, I've said, I've said that to Mary. I find that a bit, you know, you're dealing with adults and they act like....

MAJ: ...making changes and they've gotta share..

✓ CL: I wish, for the most part, I have an array of books that I know are right there. *Wanted to make*

MAJ: Anything else that's not been helpful to you as you've tried to make this change? *rehearse*

CL: ✓ Sometimes I second guess myself. I do. Because I still feel that it will take me another year to have this... *that's the*

MAJ: ...it takes time though... *G.E. Mark*

CL: ...yeah and no I'm patient. I know more now than I did last year.

MAJ: Yeah.

CL: And most of the things that we've been doing, are things that I've always did. *1/1/92*

MAJ: OK.

✓ CL: But, they're altogether and they're all within the context.

MAJ: So you were doing them before, but now its more connected, there more integrated...? *difficultly*

✓ CL: ..yes, and Tony said, "it's like turning everything upside down," you're beginning with the story first. *is that*

MAJ: Mmmm.

CL: And it's true, it's very appealing. When I read that story yesterday - TAPE ENDED - NOTHING ON SIDE TWO.



Transcript of Tape-recorded Interview – CL0200

Q. Okay, let's...I'm talking with CL, and the first question I have for you is what are you thinking about literacy these days?

A. When you say literacy, do you mean what I'm doing everyday in the classroom? I enjoy it, because I...I say that to them, "We all want to be literate." I'm almost like a coach. "How many want to be literate?" Everybody raises their hand. And I use every instance to incorporate literacy—speaking in entire sentences; being aware of asking and telling sentences. Every instance I have. It's like a holistic. I don't want to sound [inaudible].

Q. No.

A. Even with the word wall. We're...you know what we're doing now with the word wall? We're putting the words in alphabetical order.

Q. Really? That's great.

A. Isn't that something?

Q. Yeah.

A. We did D up there, and I only did a couple with four and two, and a few others.

Q. Okay.

A. And we're taking alphabetical order and we come down here during our literacy block.

Q. Right down here in front of the wall.

A. Yeah, they sit here.

Q. Right here, uh-huh. So when you ultimately....

A. This is my traditional and this is my non-traditional setting. I do believe the children should have their own space, their own desk. I could not have a round robin in here. I could not have two and two. I really feel that, especially when they come in in the morning, it sets the tone [inaudible] schoolwork. And they go and they see and they know exactly what to do. And then after we do our morning exercise, I say, "Okay." I don't even have...I start walking down here, they know this is shared. They just...they're like...

Q. They know [inaudible].

A. They are so...yeah. They know their routine.

Q. Yeah. So you're doing alphabetical order...

A. So I just started that on Monday.

Q. Yeah. Now how is it, when you think about your literacy instruction, you know...

A. No, I don't know if I've answered your question.

Q. No, but I think...you always answer my questions the way, you know, you answer them the way you want to [inaudible].

A. See, we do...this is a little center. Those are our homonyms. We're also focusing...

Q. Yes, I know you...I think you had told me you had worked on that awhile. [inaudible].





A. Maybe about half of the class doing that, or even if someone like Julia can write four sentences using four homonyms out of that. I don't know, I had about fifty, sixty [inaudible]. That's an accomplishment. She has at least an awareness. So that's what I do.

Q. That's great.

A. My [inaudible].

Q. Yeah, and have the kids [inaudible] right from text. You had mentioned earlier about, you know, Tony and how you don't take... 'cause you know so much and [inaudible].

A. Well, I mean...

Q. But I'm wondering, if you think of Fletcher's... your study group involvement, is there something you're thinking about differently in terms of your instruction, in terms of your involvement with those... with those seven other women; something that you... you're thinking about differently because of the study group and the way you instruct or what you do in your instruction? Anything different you're doing or thinking? Anything you're thinking about?

A. No. My whole... you know, this is a new program, and I... I am more comfortable this year than last year. [inaudible] I... I didn't have a... a big problem with it. I just... I enjoyed the change. I really didn't... I wasn't a big fan of developmental, because then you just take one and then we... I mean, I've had, you know, as many as forty-two children at one time. I mean, that was the class size. And we went to thirty-six and twenty-eight. You know.

Q. Yeah.

A. I used to have four and five groups, because we'd have children who couldn't even... I had second grade then. They couldn't even read a phrase.

Q. So you had to group... you... you had to [inaudible].

A. I had to go above and beyond that. So I find this... what... what I really like about this is they're to... you should see my bilingual kid, [inaudible]. Just adorable how she talks. You know, when she first came, she wouldn't speak. [inaudible] is an actor. And when your back is turned, [inaudible/whispering]. [inaudible] him. I mean, there have been some problems, but the father was doing his homework. [inaudible]. So what good is that?

Q. Yeah, right.

A. Instead of sitting down with a lot of them, you keep reading and reading.

Q. Yeah, [inaudible].

A. No, no, no. And he doesn't apply himself here. He doesn't have any maturity. He's not that serious about it, even with two mid-term warnings.

Q. Yeah.

A. So...

Q. Well, but you... but you... since you've seen what you just said, you said that you like the fact that this is different from the way you've done it before because the kids are talking more. Is that [inaudible]?

A. Yeah, they're all engaged in the reading.

Q. They're engaged and they're talking.

A. And they know that they have to be doing something. This is not... we don't chit-chat. That's what I say to them. Because if you do, I just [inaudible] close and that's it. I just have two girls who are very good to do that,



A. One's here and one's down the other end.

Q. Okay. The reason your children are talking, they really aren't talking...

A. Well, I shouldn't say talking. They're engaged in what they're doing.

Q. ...[inaudible]. That's right. They're...that's what I mean. That's what you're saying. It's that it's not a chit-chat; just sort of what their...their directed. They're...they're [inaudible].

A. Yeah. I shouldn't say that. They are.

Q. I know [inaudible] know.

A. And what I do is I never wait until that last second, because they only can last fifteen to twenty minutes. That's enough to take a guided...

Q. Okay.

A. ...[inaudible] two or three who are in that particular...that level, off and running and waiting.

Q. Okay.

A. And then what I do before I take the next guy—and I usually take a couple—I walk around very quickly—not to everyone but someone that I might...but I am always checking on those two. I'm at ease when they're at the listening center.

Q. Okay.

A. There's no [inaudible]. Well, you know, I have to know. You have to think it through, right? So, anyway, and then I'll take...I'll have someone come up...I'll have them come up to read, usually two, one on my left and one on my right. That's how I do it. I don't do one-on-one, unless I'm questioning something. But for the...for half of my class, they're good. The other half, that's...those are my repeats and those are...those are who are going to repeat, and those who just don't...I don't really...I don't really have anyone who's truly struggling. I mean, whatever level they're at, they're comfortable with.

Q. Good. That's good.

A. You know, so that's it. Those are the four [inaudible] out of twenty-plus, they're both comfortable.

Q. That's great. That's great. Now when you think about the two children that you were with me...

A. Stephan does wonderful...

Q. Stephan.

A. ...with his papers out there.

Q. Okay.

A. He's like a new child. I've been meaning to tell you that. The other one, Jaquetta[?]. Jaquetta, she's like tossed to the wind. There isn't a parent that is truly concerned. To me, I...I give homework. Like this is for tomorrow morning. That's easy. But they have this homework.

Q. Okay.

A. But they have to answer in a sentence. They have to be able to read it, all right? I know it's pretty straightforward. It's not a personal response.

Q. Yeah. But...



A. It's writing. There's nothing wrong with it. Nothing at all.

Q. No, so this is [inaudible].

A. I mean, I...if I wanted to go one step further, I could say, "How would you feel if Tom was your turtle?"

Q. Yeah, and I'm sure you, at some point...

A. But...

Q. ...you'd do that, but [inaudible].

A. But I can't [inaudible]. Right, yeah.

Q. [inaudible].

A. They have to get grammar.

Q. Yeah, so tell me more about...tell me more about Stephan. You said that he's...he's like a new child. Tell me more about him [inaudible].

A. Well, when he first came in, I mean, he was all set to cause mayhem, [inaudible/whispering]. I had to call the house. The mother came up. I mean, he was a handful, 'cause that's how he perceives school. And I must tell you with all sincerity, the mother has been so pleased. She's [inaudible]. She works as a chambermaid at the Westin Hotel. And when I took made and maid, I was very careful as a homonym. I was very, very careful how I mentioned it. But anyway, she's been so pleased. The problem [inaudible] any father. There's a grandmother, remember? Doesn't speak a word of English. There's an older daughter in seventh grade, another boy in third grade, and then twins. Stephan's a twin. I guess the other twin's not doing well. And anyway, I asked to see her. And he started to improve. And then she came up again because of the other daughter, and she said to me that's she's been so pleased that she wishes that I could ha...he could be in my room all the way up to the fifth grade.

Q. Oh, that was a nice comment.

A. That was her way...

Q. Very nice comment.

A. ...of saying it, and he has. Even Ann comes in, she can't believe. He's with two nice other boys, Anthony Burghouse[?] and Akina[?]. They have a [inaudible] or something. I can't [inaudible]. But...and they work beautiful together. And they're doing a series of dinosaur books.

Q. Oh, okay.

A. They love it.

Q. So they...they're making the books themselves?

A. No, they're reading them for guided reading.

Q. Okay.

A. But then there's a follow-up. I [inaudible] papers are outside. They do fun facts about the dinosaurs, and they have to draw the picture of the dinosaur and name it, and when they do fun facts they have to extract three characteristics.

Q. [inaudible] they weigh.

A. [inaudible]. And what I do with that now, Mary Ann, this is something that I have...have really focused on this year, is the writing. I sit down with them while the others are all engaged. "Tell me what you learned. Find it for me. Read it to me." That's how I'll have read it to me.





Q. Yeah.

A. 'Cause I've spoken to the third grade teachers. That's teaching them research.

Q. It is.

A. You read it.

Q. Absolutely. Oh, that's wonderful.

A. [inaudible] we did the...I introduced them to the caterpillar book today, and there's a tape of that so tomorrow they'll listen to it. That's how I do it. I don't give them the tape first. And to read that [inaudible]. It's a big book. It could be a little boring, you know, 'cause there are a lot of facts.

Q. Yeah.

A. But see, that teaches them to extract.

Q. Yeah.

A. Then you can say at the end, "Well, how would you feel if you had a caterpillar as a pet?" So you can bring in the key question. But at this level, they can't be doing these deep questions.

Q. Yeah, yeah. But I think...

A. Truly.

Q. Yeah, but even just the fact that you have them going...

A. It's their awareness.

Q. ...back into the text...

A. Yeah.

Q. ...and they have to tell you and give you rationale. I think that's wonderful for a first-grader to be able to do that. That's great.

A. And then, the other two girls are doing "Grandpa Comes to Visit," I think that's the name of it. I don't know, I didn't look at it, I just... I didn't have time to introduce them to that at any great length. That's like a chapter book. So at the end of each chapter they will write the part that they like the best...

Q. Okay.

A. ...and why.

Q. Oh.

A. And one little girl, the father's [inaudible/whispering], but this little girl is wonderful. I've met the mother. She and the fa...it's the mother's father, and he baby-sits if the mother has to go out. There's also a brother. He's [inaudible]. But my little girl, Margie, she's very good—excellent. She wouldn't talk to the [inaudible]. She sits, she listens to everything. Just a nice little girl, and she happens to have a grandfather.

Q. Wow.

A. Yeah, [inaudible].

Q. That's great.



Q. Okay.

A. [inaudible] started [inaudible].

Q. What level? What level?

A. Five.

Q. It's a five, okay. So she...

A. She has trouble with the first sound.

Q. Oh.

A. She...she tries to invent her words.

Q. Okay.

A. Doesn't know a word like it's about the lights, and she didn't know turn. She didn't even know light. I said a good reader looks at the picture. She could not tell me it was the traffic light. [inaudible].

Q. [inaudible].

A. Yeah.

Q. So that...yeah.

A. Because she's in and out, in and out, and there's no...

Q. ...consistency, yeah.

A. ...follow-up at home.

Q. Okay. Well, at least...

A. She was a behavior problem when she came. She...she was [inaudible].

Q. Yeah. Well, she was [inaudible].

A. She's [inaudible]...

Q. Yeah. [inaudible].

A. [inaudible]. And then, Monday, Anne [inaudible] and I had a problem with my windshield wipers, so Anne made me at lunchtime...I had lunch and then I had a P&D, and I was really concerned so I asked her, you know, if I could take the car over, and I said, "I'll be back unless they can fix it." And she said, "Fine. I'll get you someone to take them up to science." So they had like two periods there. I mean, this was serious.

Q. Yeah.

A. [inaudible]. [inaudible].

Q. No, you need...

A. So anyway, Jaquetta and [inaudible/whispering]. She's [inaudible] the mother's kind of a snob and she's very, very fresh. They gave, and this is Kelly who they know, and very difficult and they were very disrespectful to her. Jaquetta was very [inaudible]. Jaquetta really isn't like that. Pretty, polite, and so forth, but she's easily...and [inaudible] is very forceful. So she followed just...



A. She doesn't even go over any papers. We don't have that many papers. [inaudible] to go over it like this. Take this home tomorrow, and go over this with somebody, and read it. No way.

Q. That's too bad.

A. So I mean, it's just here.

Q. Yeah.

A. And that's not good enough.

Q. Not good enough, no, no. It's not enough.

A. And I...she went to the Little Curly School. Do you know where that is?

Q. Yes, [inaudible].

A. I don't...I don't know what she learned there.

Q. Yeah. So she had...

A. She came here, she couldn't even write her name. And now she stills makes an upper case Q when she writes Jaquetta.

Q. Oh.

A. Capital J, then lower case A, capital Q...

Q. What was her [inaudible] like? Do you have a sense of what she was...I mean, her [inaudible] was decent [inaudible]?

A. Not off the top of my head.

Q. Oh. It'd just be interesting to see, but, you know, I know there's pretty decent teaching going on over there.

A. When I spoke with Mom, I said, "Why was she absent yesterday?" "Well, she kind of banged her knee on the bunk bed." Now you know..."So I kept her home." I didn't pursue it, because you know, at this point in your life...

Q. Yeah, well you said the home support is just not what it ought to be.

A. There isn't any.

Q. All right.

A. There isn't any.

Q. Okay, well, let's...let me ask you this. What do you think about the running record? What are you thinking about the running record?

A. Well, now a running record, I do not have to do the running record in detail. We're down to [inaudible]...now that...Tony said we are not reading recovery teachers. I do the running record for about, I'd say...if I have four levels, on levels three and four. My ones and twos read.

Q. Yeah. So you don't need to do [inaudible].

A. No, I mean, and I don't have that time.





A. I combine stuff over here now. I mean, I never did this before.

Q. Yeah.

A. They love it.

Q. Yeah.

A. There's all the phases or all the instances of [inaudible]. Okay?

Q. Yeah.

A. I mean that...that's a lot.

Q. Yeah.

A. And you know what's good about that? Words in print. We can write those words.

Q. That's wonderful.

A. When...when Michelle did Julia, she couldn't believe the words she could write. That's because [inaudible] this. You're doing this. The words are all over the place.

Q. Yeah, so they know that. Yeah, they know how to do that.

A. Now that's what I do differently now.

Q. Okay.

A. Before, I used to have spelling, phonics, math, and something else.

Q. What else?

A. Reading. Papers...the children's papers would go up there.

Q. Okay, so now...

A. I changed all that. We have authors and illustrators. Okay?

Q. All right, so you're more...you're anigrating[?].

A. Yes.

Q. [inaudible]...But it's...yeah, that's what you're doing.

A. And what I do for spelling, I give them back the paper, they take it home. I don't have any place to put it. This is more important. Even with the math, you see how...this is up there for the year because we're continually doing our story—our equations.

Q. Okay.

A. They have the dice up there. That's the equation. And then I'll take that down and we're gonna start to do money.

Q. Oh, okay.

A. And put a money board up there. Okay?



A. We have to put it...it's a memory check on it, right?

Q. Absolutely. No, really. That's...no...

A. [inaudible].

Q. But it is. You just have to learn this word.

A. Exactly.

Q. So that's great that you're actually... 'cause there is [inaudible] research about that—that children do learn patterns quite easily.

A. Yes.

Q. So that's good you're working on that.

A. Absolutely.

Q. That's great, yeah. So...

A. And they laugh and you should see, they sit down, they ask, "Do we have to stop?" And they go on and on. "Do we have to stop now?"

Q. Yeah.

A. You know.

Q. Great.

A. And a tie. And there's a tie you wear. And they we had too to two, three to's, and a tie.

Q. Yeah. Yeah, well that's great, that you...

A. It makes them understand it.

Q. Yeah. [inaudible]. Like you say, you've got your authors and illustrators rather than sort of having everything separate.

A. Instead of having our math papers up there, we go up and they do the clocks, you can't see it, the hour and the half hour, they match. I don't know if you can see it over there. Okay?

Q. Yeah.

A. They do that, and we started a place for...what I do with the math, I'm taking...trying to incorporate all the concepts.

Q. Yeah.

A. Even when I put the page on the board for phonics page, I say, "Six to four. Six, ten, twelve..."

Q. Yeah.

A. ...because every minute counts.

Q. [inaudible].

A. After the literacy, we go to the IRS lab, the computer lab.



Q. It's a full, full schedule.

A. Thursdays and Fridays. It's incredible, Mary Ann.

Q. It's a full schedule. You get a lot done. You've gotten quite a lot done. Now, so that's...

A. You know, and another thing that I've done differently...

Q. Okay.

A. All right?

Q. So now you...you mentioned and I agree that for those upper level kids, you don't need to be doing that kind of analysis and you really don't have the time, as you said.

A. I don't. I mean, truly, I...I am not. I...

Q. Yeah, do you see...but do you see value for your lower kids doing that type...doing that analysis at some...at some point?

A. At some point. I couldn't really give you a truthful answer. I don't have enough to draw from.

Q. Yeah.

A. 'Cause it's relatively new for me to make that specific. But I, even myself, like I know what to focus in on on Jaquetta. I know my kids.

Q. Okay.

A. You can't teach them unless you know what they [inaudible].

Q. Yeah, you have to know, right, right.

A. And that's sort of why...

Q. Yeah.

A. It's like a running record in my brain.

Q. 'Cause you know.

A. 'Cause this kid does not look...she's not looking at the pictures, she's not using her initial sounds. I mean, I don't have to be...I know.

Q. So you...what you're saying is, I think, is that you, because of your years of experience, you're able to observe a young child and [inaudible]...

A. Yes, yes, as they present themselves.

Q. This child doesn't know this, this, and this.

A. She said, "What am I going to do with her?" I'm going...I have them behind [inaudible]. We were sorting them out before we came. I'm taking... Hi. Do you need me?

FEMALE. [inaudible].

A. Okay. [inaudible] Okay. She needs more work somewhere along the line. Her initial consonants were [inaudible].

G. Yeah, right. So...she's not...that...





Q. Is she building in that area?

A. Yeah, I don't think she had a full range of experience last year wherever she was. This is like a real...this is overload for her.

Q. Yeah. Have they come up with it—the [inaudible]...the sight words? Does she know [inaudible]?

A. Yes. I mean, she...she's as sweet as can be. She wants to. I mean, she really is. She loves when she gets something [inaudible]. Okay? So...

Q. That sounds great. Now, as you think about your work over this past year, what...what's been easy for you? You know, as you think about your work...I'm talking about now, specifically the study group. Are the things you might be thinking about or doing. What's been easy and what's been hard? What's been not so helpful? What's been helpful [inaudible]?

A. Well, sometimes I really don't know what I'm, like, what am I really doing for you. When you say reflecting, I'd...I'm not reflecting like, well, I don't know, like I was gonna remodel my kitchen. I mean, I don't know. I'm giving you...

Q. [inaudible], yeah.

A. ...an outlandish example. I mean, I just want these kids to get it.

Q. Okay.

A. And I'm focusing on where that weakness is and give them practice.

Q. Okay.

A. And correcting the way...it's like being sick.

Q. Well, yeah, well, that's what you said with Stephan. I mean, you said he's a new child. Just as if you were to talk to me on paper about okay. Here's what he did last month and here's what he's...you know what I mean? I'm...I'm having them go into the text. All the things you're saying to me about how you're teaching him. That's all...that's all...when I'm...when I say reflect, that's what I mean. Just sort of...

A. Well, that's what I did with [inaudible]. I had to reflect it and [inaudible] my mind...

Q. Yeah, that's...that's what I mean by reflect.

A. She needs more practice with her initial sounds, okay? This kid just has a whole hodgepodge. Nothing makes sense to her. She never practices. So what am I gonna do? Well, I could give her this board and she could start and you can learn...they like to write. So I have her engaged in every way.

Q. Yeah.

A. All right? But there's the pictures, so you have all the yellow words. She turns it over, and I will...I will...it's a little contrived, but I will make them easy for her.

Q. But see, that's what I'm talking about. I'm talking about a teacher like yourself. You're observing her and this is what you try, yeah. It's sort of writing that to me so that I sense that, yes, Connie's observing this about Jaquetta, and this is what she's doing. That's all. That's all you might be thinking. Just sort of thinking things about Stephan.

A. See now, what she does, first...when she goes to the listening center, like she read...boy, it...it...[inaudible]. And when she finished and the tape was over, I have her with two, all right? They come out and they like look around. They don't know what to do next. "Excuse me. I'll be right there. Sit down and do a buddy reading." They don't know enough that after they listen, they're gonna do their buddy reading.



Q. Yeah, yeah, no.

A. I can't do that.

Q. No, no.

A. C'mon. If they were second and third grade, that might be a great thing to use. First grade? Oh, God.

Q. Yeah.

A. When Jaquetta came, she couldn't even hold her pen. She couldn't write her name. She didn't know the alphabet.

Q. No. So you [inaudible]... you wouldn't even do that.

A. I wouldn't. Like I said, I go there. He shows you, and you take what you feel...

Q. Yeah, exactly.

A. ...is going to work for you.

Q. Yeah.

A. And I do. I...I enjoy it.

Q. And your kids are different. I mean, your kids are all different, so you can't just sort of take a recipe and sort of just...

A. No way.

Q. ...apply it with every kid the same way.

A. And they're very happy here. They're...they're...

Q. [inaudible].

A. [inaudible].

Q. I've seen them. Yeah.

A. They really...

Q. [inaudible].

A. They know where they stand.

Q. Yeah, yeah, yeah, okay. So that...that...

A. So that's reflecting. [inaudible]. How am I gonna help this child? I'm saying this poor kid.

Q. Which is basically what you're doing.

A. You've got a long life ahead of you.

Q. Yeah. That's basically what I'm...

A. And I have some [inaudible]. "Did you know that an oyster is a mollusk?" That's the other end of the spectrum.



Q. That's what...that's what I mean, about anything that's been helpful, you know...

A. I like...I like...

Q. ...anything that's been helpful.

A. ...it when the principal comes in and says to the children, "Could you read that for me?" I never feel intimidated. Never, because I know that they should be able to read it. I have enough belief in myself, okay? I know that.

Q. So that's helpful for you.

A. Yes.

Q. So that's...so that's what I'm talking about.

A. And she knows the children, and she knows who ca...she will know that...she came in on Monday and she heard Stephan, Anthony, and Akina read just quiet. "This is unbelievable."

Q. [inaudible]. Aren't they beautiful. You told me about that.

A. And they were thr...in fact, Stephan, he was the third one. He thought the [inaudible] was very difficult. I said, "Stephan, you [inaudible] reading." He really...see, he needs that validation. They all...we all do.

Q. Yes.

A. Absolutely.

Q. Absolutely.

A. To a greater measure than others.

Q. Yes, yes.

A. So I love when she comes in.

Q. Yeah, and you've mentioned her.

A. I like when Mary says to me, "Thank you for inviting me in to your class," I said, "You can bring anyone in. Bring the full contingent[?]. If they can do it better, let me know." I never feel...

Q. Yeah.

A. 'Cause I know I'm doing...I'm very comfortable...

Q. Yeah.

A. ...with it, you know?

Q. Yeah.

A. And even if someone doesn't behave, I just get my closed sign off it.

Q. Yeah. Well, Mary was raving, as I said, raved about you last year—about how you had taking, after, you know, so many years of doing things differently [inaudible]...

A. See, I'm not...I am not...





A. I did the balloon.

Q. You did the balloon.

A. I was a nervous wreck.

Q. 'Cause you like to take risks?

A. Yeah, yeah. I mean, I will do something once or twice. Now, the balloon I wouldn't do twice. I was glad that we got down.

Q. Does it land...land with the wind? How does it land?

A. I did it over the...it was a wonderful experience. I was in the Burgundy region in France.

Q. When?

A. Let's see. Around 1988?

Q. Wow.

A. And, you know, everyone [inaudible] know, but I took a leave and I went to Kenya and I taught.

Q. No, I didn't know that [inaudible].

A. '92, '93.

Q. You taught in Kenya?

A. That's right.

Q. What was the age of the group, the teaching?

A. I had freshmen and sophomores.

Q. Oh, wow.

A. They were wonderful.

Q. And you taught...so, but you were a first-grade teacher and you taught high school.

A. I have a science background. I taught math. They call it math. And I taught...

Q. That's [inaudible].

A. [inaudible].

Q. Yeah.

A. Well, I was with a religious group. I felt very safe, and I always wanted to do that.

Q. And were the Kenyan children [inaudible]?

A. Oh, yeah.

Q. That's wonderful. That's my dream, to go to Kenya, go to Africa [inaudible].

A. Yeah. I went to Kenya, I went to Zimbabwe, and I went to South Africa.



Q. Is it more like...like America?

A. No, no, no, no, no.

Q. It's more...it's more urbanized? No, no?

A. Well, I mean, they do...well, they wear uniforms.

Q. Yeah.

A. ...'cause that...that's a British method. And all I did was lecture. That's what you do there. That's how you teach.

Q. Oh. And they listen and take notes.

A. And they listened to tapes.

Q. Okay. None of this interactive stuff.

A. Oh, no. But on Friday afternoons, we had, gosh, what do you call that? We did it in high school. You'd get up and you'd state something. I forget what they call it. You must...

Q. Not just a [inaudible] dialogue. Not those, where you kind of draw the question and people answer?

A. I forget how they...what they did. They got up...I'll think of it before next Wednesday.

Q. The students or you?

A. The students, and we'd just...the headmistress and myself, there was only two of us...

Q. Debate? Not debate.

A. A debate. It was like a debate.

Q. Okay.

A. And they said something, you had to pick it up, and they had tunes.

Q. Okay, yeah.

A. That's what we did. And that's the only time you have a hat and you...

Q. Oh, okay.

A. ...would interact and...

Q. So once...once a [inaudible].

A. I would step into the classroom, which was a little...I couldn't get over the poverty [inaudible/whispering]...

Q. Oh, yeah, right.

A. ...[inaudible/whispering]. We lived on the compound, and we had staff housing—the sister and myself. The rest of the staff did not live in the compound. That's because she was the headmistress and I was there to accompany her. I was allowed to live there. I mean, that was the condition. I needed room and board. I mean, we were in a very rural area. I saw huts. I saw where some of the students lived.

Q. Yeah.



Q. Would you go back? Would you ever go back?

A. Yeah, I'd go back. I'd go back. It was a risk. But nothing ever happened. We had watchmen.

[Tape side A ends. Tape side B begins.]

Q. That's wonderful.

A. The only time we had a problem, and this had nothing to do with the school, we had gone on holiday. It was some kind of a Muslim holiday, so we had two additional days. So Ellen wanted to go up to Natasha[?].

Q. Yeah.

A. A beautiful place—a lake. Flamingos had like that color. Thousands of them.

Q. Oh, wow.

A. Well, she decided to go in the back way and we got stuck in the mud. You know, stuck in the mud?

Q. [inaudible].

A. We slept in the car.

Q. In the mud?

A. The car would not move. It was awful. Nobody knew we were there. It was terrible. I was really nervous. I said, "Ellen, why did you go in this way?" 'Cause when it rains there, there's a torrential downpour. Nothing like what's here. But then it dries. But where we got stuck, there were a lot of trees.

Q. Yeah.

A. So the sun didn't go through.

Q. And so you got stuck in the mud. How long were you stuck?

A. Overnight.

Q. [inaudible] didn't sink?

A. We were in...let me tell you, we were in a game park as well. The next morning, actually it was the next afternoon, around one o'clock, two Nairo...two Kenyan guides came through with a German tour.

Q. And that's how they found you.

A. They pushed...they could not believe that the animals didn't come near us. Especially they have [inaudible] water buffalo.

Q. Oh. Are they...and they're...they bother humans? Water buffalo?

A. They...they do.

Q. Oh, they do.

A. You have to be very careful of water buffalo.

Q. Oh, my God. Were there twenty-four hours? How long were in the mud?

A. We were there over twenty-four hours. It was almost a day and a night.





A. We could have been attacked.

Q. Yeah, anything.

A. So then we went over to the...there was like a hotel. They were very kind to us, and they made us shower, and we ate, and we went back. And they were worried at us...they were worried about us at the compound 'cause we weren't there. The secretary...I had housing, and a couple of the caretakers...

Q. Yeah.

A. They lived like in the di...a little bit of a distance, and they knew we hadn't come back.

Q. Yeah. So they would have sent out a search party [inaudible].

A. Oh, yeah. They knew where we were going.

Q. Yeah, [inaudible].

A. Yeah.

Q. But still...

A. That was the only...

Q. Oh, my goodness. But that was...it still...the experience, that must have been wonderful.

A. I had a wonderful experience.

Q. You know, that's nice. When...when did you...you did that back in '93?

A. '92, '93.

Q. '93.

A. Yeah. Sort of recently.

Q. Yeah, that was recently, yeah. So you are a risk taker then.

A. In 1990, I went to Zimbabwe because I have religious friend, and she took a sabbatical there and she invited me. So I asked Mr. Ross, I went to him and said [inaudible] vacation, and I took two weeks without pay.

Q. Yeah.

A. They...they [inaudible]. I took actually two personal days. [inaudible] like seven days without pay, and I was there for three weeks.

Q. That's [inaudible].

A. And then I went back in '92, '93. I revisited Zimbabwe. I went to South Africa for the first time to meet the other religious. It was a chance of a lifetime to go.

Q. Yes. I think that's...was wonderful.

A. And then I flew back up to Kenya and that's where I stayed.

Q. Yeah, oh, that's great.

A. It was [inaudible] about nine months.



Q. Yeah.

A. There are young people who will never budge.

Q. You're right, you're right.

A. And when I [inaudible] about this is it's so encompassing.

Q. Yeah, it really is [inaudible].

A. And they take [inaudible].

Q. Yeah, you...yeah...

A. [inaudible] over here.

Q. Yeah.

A. Mary said I can go all over the place.

Q. She's always talking about how you've changed and how she just thought you were just doing great things. Now is there anything else at the, you know, at the system level that's been supportive, that has helped you or not been helpful? I mean, you talked about your administrator, Tony and Mary you've mentioned.

A. [inaudible].

Q. Anything at the system level? You know, anything that...even, you know, [inaudible] in your classroom that has helped you through change or that has not been helpful as...as you've tried to change...change things. Anything broad, you know, broader [inaudible]...

A. I wish I had more books, more books.

Q. More books.

A. You know, that might not seem important to you...

Q. Okay.

A. ...but it's very important to me.

Q. Okay.

A. Because I think when you have a whole school like this, you need a lot of books. You need tapes. I do believe the children need to listen and follow the printed symbol. Truly.

Q. Okay.

A. That's how we learn.

Q. So more...just more teaching...more books.

A. I wish I had more of my own books. That's one thing about the program, because people are supposed...

Q. [inaudible]...

A. ...to return [inaudible]...

Q. The book [inaudible]...the bookroom. Is it what they call a bookroom?

A. Well, it's a bookroom, but it's a bookroom, it's a bookroom.



A. I can't...I find that.

Q. You'd rather have your own.

A. Okay, yeah.

Q. More of your own.

A. I mean, I'd be willing to share, but no one seems to keep to the rules.

Q. Yeah.

A. Or whatever you call it, yeah.

Q. [inaudible].

A. Like if they were at the library, they couldn't do that. They couldn't keep them that long.

Q. No.

A. No. I asked one teacher one day, I said to her, I said, "Well, you have this particular book. I...I...someone told me." Oh, she said, "My children love it." I said, "Yeah, but that's not what I asked you." I said, "You've had it for quite awhile now." Well, you know, she was so reluctant. I...I didn't get it for a couple of more weeks. I think I mentioned it to Mary.

Q. Yeah.

A. I mean, it was ridiculous.

Q. That's not...that's [inaudible]...that's not right.

A. [inaudible].

Q. No, that's not right, no.

A. So...

Q. Yeah.

A. ...sometimes you have to play the same game. So I keep some books, when I know that some of the...my ki...like I have a book called "Hands, Hands." It's adorable and there's a tape that's very good for Jaquetta.

Q. Yes.

A. It's not a hard book even though it's a ten. It's a dif...in...in to...another thing too, some tens are easy...

Q. Yeah.

A. ...and some tens aren't. Some sixes are hard and some sixes aren't.

Q. Right.

A. Okay?

Q. So there's a [inaudible]...

A. So if you were gonna ask me about Jaquetta, I'd say she's probably between a five and a six, which is good...

Q. Yeah.





A. Another thing I have to tell you what happened yesterday. We were taking the homonym blue and blew. I have this bubble stuff, and I have them blow bubbles.

Q. Yeah.

A. Then they got blue and then blew. Then, some of the...the kids started a...a new book, the dinosaur book, and of course you know dinosaurs are huge and they're enormous, so the word was enormous yesterday and they didn't know it, so I just told them...

Q. Yeah.

A. Because Charlie[?] says, I mean, we can't be sitting there for hours and say, "Okay, you don't know that one word."

Q. Yeah.

A. How would explain enormous? I mean, you just...I was trying to get big but they didn't really know that. [inaudible] would, but they...

Q. Yeah, right.

A. So anyway, when they were blowing the bubbles in the afternoon, or was it the end of the...I don't know, it was sometime yesterday, some of the bubbles were tiny and some were very big, so I said to Stephan, Anthony, and Akina, "What word did you learn this morning that means like big?" Of course, you know, I explained the bubble isn't a dinosaur.

Q. Yeah.

A. They [inaudible], so Andy wrote his story...I [inaudible]. Andy is now going to the [inaudible].

Q. Yeah.

A. I gave him the pen yesterday.

Q. [inaudible].

A. [inaudible].

Q. This is wonderful.

A. [inaudible]. The way he drew his picture over the bubbles.

Q. The bubbles and the blue bubbles.

A. Blew...they blew blue bubbles.

Q. [inaudible]. This is w...this is wonderful, Connie.

A. Aren't they?

Q. I think it's very nice.

A. This is something I never [inaudible]. And I like to [inaudible]...I can remember the second grade [inaudible]...

Q. Talk [inaudible]...

A. 'Cause this is [inaudible]...



Q. Exactly.

A. ...and they would say, "My children didn't write about how quick like they've never written before."

Q. Yeah.

A. We should take everything in isolation, okay?

Q. Yeah.

A. Now if you notice here, they even do apostrophes. "My horse's name."

Q. Yeah. That's wonderful.

A. Got that right away.

Q. Yeah, of course.

A. Yeah. Some of them don't have the realization, but they know they put an apostrophe; it's their horse.

Q. Yeah, yeah.

A. Then all of a sudden, I think it dawns...

Q. But it's meaningful.

A. Yeah, it...it...

Q. I mean, it's meaningful and the conversation you have to come up with this...

A. And...but usually...

Q. [inaudible] the conversation. You had to get them to write like this.

A. Right. You...I never really repeat something like a negative behavior. [inaudible]. That's how I address it. But sometimes when I...like last year and this year when I take that out, could..."Does that sound right if I said, my horse name is Linda?" Now, they know it doesn't sound right.

Q. Yeah.

A. That they can pick up on. Okay? And I've done...done that, which I have never done before.

Q. Okay.

A. It's a lot of question and answering.

Q. Okay.

A. And thinking, processing.

Q. Yes, absolutely.

A. But they can talk.

Q. Yes, well, that's right.

A. And I'm right there with you. There's a certain intimacy to the program...

Q. [inaudible].



A. ...[inaudible] book. Just make sure they...they're doing their seat work. See here, there's no real...

Q. Yeah, it's different. They're just too active anyway so it's easier.

A. Well, Mary Ann, I hope I'm making sense.

Q. Yeah. But it's...you're funny, [inaudible]. [inaudible] define assess...define assessment. How do you think about assessment these days? Assessment.

A. Well, assessment.

Q. Yeah, and how is your assessment [inaudible]...

A. Well, personally...

Q. Define it and then how have your practices changed?

A. Well, I don't know if I can define it for us. All I know is I'm cons...all I know is I am constantly assessing my children—every day, looking for growth. To me, assessment can be tied into growth. If you don't assess, like with Jaquetta today, then you cannot provide the...the means...

Q. Okay.

A. ...for growth or further assessments.

Q. Okay.

A. Assessment is just continually step-by-step.

Q. Okay. Looking to see if she needs...

A. Looking to see where she needs help or practice. I should say practice. That's really what I wanted to say.

Q. Okay.

A. Okay? Kay, our assessor, she knows that. Now we'll move on...

Q. Okay.

A. ...to something else.

Q. And like you said, you assessed that she knew more...she needed more initial consonants so you...

A. Yeah.

Q. ...actually came out with an activity now to...

A. Yes.

Q. You have to give her what she needs...

A. You have to have something meaningful.

Q. ...for practice.

A. To practice that. But I...I really couldn't give you a catechism question...

Q. No, that was fine.





A. Exactly.

Q. It's always on...it's ongoing is what you're saying.

A. You could say right away, "Gee, that kid knows that."

Q. Yeah. [inaudible]...

A. And then it helps you that you can eliminate and move on. Don't you...do you see what I'm saying?

Q. Yeah.

A. Why keep somebody beating the dead horse, as they say. She knows that, okay, let's move on.

Q. Yeah.

A. And that is what it helps you to do.

Q. Yeah, so you're not teaching things they already know, basically.

A. Exactly.

Q. It's an ongoing...

A. They know that. Let's get going 'cause there's so much more for you to learn.

Q. Okay, great.

A. I mean, I don't know if I'm answering you properly.

Q. Yeah, I think that's fine. What...and I do want to ask you something.

A. [inaudible].

Q. I do have a follow-up [inaudible], and that is, before you started doing things differently here, how...how is...how is what you think about...about assessment today different from back then? How is it different?

A. Well, there's a big emphasis on assessment today, and I don't think the...the assess...assessment was as extremely critical as it is today. Everything is assessment. It's the best word.

Q. Yeah.

A. I don't ever remember hearing it so much as I am now.

Q. Yeah.

A. Guided reading, you pick up all the literature that comes in. Guided reading. Word wall. Everything. It's...it's all changed.

Q. Do you think it's...and why do you think that is, Connie? Why is assessment the best word today? Why do you think it is?

A. It's the basis of everything, even in math. We're constantly assessing [inaudible]. It's like being introspective, okay? It's reflecting. It's like another word for reflecting...

Q. Yeah.

A. ...and being introspective. You look within to see how you can approve, you know, outside of yourself.



room is I always say I wish I had a closet, but I don't.

Q. So years ago, did you assess on an on... 'cause you said it's ongoing. You have to be...

A. [inaudible]...

Q. ...always looking so years ago, you did that too or...

A. We had the...we had the workbooks. We had the workbooks.

Q. Oh, you had the workbooks, okay, all right.

A. 'Cause we had the [inaudible]...

Q. So that's okay. The workbooks and worksheets where you assessed [inaudible]...

A. Right, and you...right.

Q. ...to a certain degree now too.

A. Now we use your running record. We ne...I never used a running record. We say you don't know that word. When I started to teach first grade, one thing I always did the first two months was I took [inaudible] vocabulary everyday. It was like...

Q. And that's still a great assessment. Yeah, yeah.

A. Only I was the word wall. Because many [inaudible] words. But I never had them in place.

Q. The word wall.

A. They're not here...well, you know. Here, they're always here.

Q. Yes, right.

A. Which is good. Why put them away?

Q. Yeah, yeah.

A. The kids are com...Jaquetta can say, "I can do B." And she can. She can do B and blue, 'cause what I do often, I take away [inaudible] for five, six, or seven minutes. Okay? "Stephan, what letter would you like? G, okay. Read me all your G words." Okay? Just take a coup..."Okay, stop. Now go back." That's what I do. I have them all [inaudible].

Q. Well, you said you were the word wall, so it's [inaudible]...

A. I [inaudible]...

Q. ...[inaudible]

A. ...on their own now. They can be more on their own now with this up here. It's up here all the time, they can use it, and they don't have to always be looking for you. When you...that's [inaudible]...

Q. [inaudible]...

A. I think we're more aware of literacy today than we ever were. Not that...in a different form. We have that little book called "Words I Use When I Write." You should see my little kids opening that book. I showed them to you.

Q. Yes, you did. [inaudible].



can come [inaudible]...

A. Yeah, I was a word wall.

Q. Yeah, you were the word wall.

A. I never did things like this.

Q. Yeah.

A. You had to chat. "Today we're taking homonyms." That's how I learned them, and that's how I taught them. Now, everything is from the text. There are some very specific things that I always rely on; I draw from the text. I love doing that.

Q. Yeah, but you still have...you have a knowledge base. I mean, you have...it's not just willy nilly.

A. Oh, no.

Q. You were there from day [inaudible]...

A. Whenever the moment arrives, I take that moment like I did with enormous. I would never in a million years plan something like that. Now Andy knows enormous.

Q. Absolutely. [inaudible].

A. And when we do that writing...see he never wrote like that before. They go up to your [inaudible]...you have to have a topic. You can write about football, you can write about your horse, you can write about...I suggested bubbles because I wanted to get something from him, and he liked the idea. It was sort of a little spontaneous. I didn't really plan on that. It happened to come up, so I did it.

Q. Yeah.

A. Why put it away? There's nothing like the moment.

Q. Yeah.

A. Life is the moment.

Q. Absolutely, yeah.

A. If you think it's...

Q. That's right.

A. ...the right moment...

Q. Yeah, yeah.

A. [inaudible]...

Q. So I think teaching's gotta be like that.

A. Yeah.

Q. As someone said, it's messy...I mean, I think good teaching is messy.

A. Well, see, that was messy.

Q. You know what I mean?





Q. Yeah, but like you said, they need, you know, they need that.

A. They need it.

Q. [inaudible] if somebody comes in...

A. They need some structure, they need to be in groups...

Q. They need...they need to...yeah.

A. Let them...let them be judgmental. I'll tell you, Mary Ann, they don't bother me.

Q. Yeah.

A. I know what I do and I really accomplish, and I have enough people coming in and out of here.

Q. Yeah, but I think, you know...

A. [inaudible]...

Q. I...I think they need a range of things. I think one way is just...

A. It's not...

Q. ...it's not...it [inaudible] to be one way anyway.

A. No.

Q. You know? [inaudible] not [inaudible]...

A. No, like I said to you, I still take my phonics. And what's good about the phonics book is they're writing, 'cause they have to know how to write. I don't care about the computer stuff in the future. They have to be able to hold a pencil.

Q. Yeah, absolutely.

A. And be aware of lines and spaces. Okay? And formations.

Q. Yeah, so they have to learn [inaudible].

A. I really feel...

Q. [inaudible]...

A. ...it's good for them—the development.

Q. Absolutely. They have to know how to write. [inaudible], yeah, right.

A. It's like saying you can never...you can never walk.

Q. Yeah.

A. Well, it's gonna happen. You have to know how to write. You have to know how to hold a pencil [inaudible] computers...

Q. [inaudible] like a [inaudible], you know, it's like a dessert almost, [inaudible] computer.

A. Yeah.



A. When I came over the last time, one of the girls, I don't remember her name, and she says to me, "I really liked listening to you, how you arranged everything." So I felt like, I said, "Great. [inaudible]." I do that.

Q. Well, I need to tell you that you're not gonna want to hear this, but I need to tell you this. The group feels because of that incident, and I think it's some...the first time...the very first time we met, you were talking about what you did with the low achievers, I think, and how you set up your room for your low achievers. It had to do with your low achievers, [inaudible], but I don't know their [inaudible]. And as I interview people, they're wanting to...to talk between and among themselves more, I'd say from 5:00 to 5:30 now. I said that...I said...

A. To get ideas for brainstorming?

Q. Yeah, I said five o'clock. That's what I said. That was not what I promised. Now, if...if there's consensus that people want to do that for the final half-hour just to listen while I do this, you do that. What do you do? I have this problem. I'm gonna throw that out to the group and the group can decide whether they want to do that.

A. Well, did they say something about me?

Q. They said, well, because the ideas they're getting from you. A couple of them said that.

A. Thank you.

Q. So...

A. Well, you don't...don't do anything...

Q. No, I think you support...

A. [inaudible].

Q. No, you support veteran teacher [inaudible]. Yeah, you know what you...

A. I'll tell you basically. I really [inaudible]...

Q. ...[inaudible].

A. When I get out of here, that's it. Unless you call me after 9:00 or 9:30 and I was in bed or something.

Q. No, but, yeah.

A. I like what I'm doing.

Q. Your colleagues really like hearing from you.

A. [inaudible]...

Q. And a couple of other people have said that. So they said, "Well, we're all older. We don't have kids to run home to." But I...I don't know people's schedules. I can...I'll leave it up to the group. If they want to talk for twenty minutes at five o'clock about...the sky's the limit.

A. I have a...

Q. Well, just sort of, well, what do you think about this and what do you think about...

A. I mean, I'll be glad to engage, but like around 5:30 I like to go. I am an early person.

Q. Yeah. I'll leave it up to the group to...

A. I like to go to bed early, and I am in here early.



Q. Well, okay.

A. So I can give it to a friend of mind.

Q. But, you know, Cynthia, she's was the young girl, the young girl that...I mean, she's the youngest in the group, well, she's really learning fast. She said to me, she says, "You know, when Connie said she puts the child in front, the one who's going to get in less trouble..."

A. Oh, yes...

Q. She said, "That made so much sense to me." She says, "You know what? That's... 'cause I used to put them far away so they wouldn't disrupt the other kids." She said, "But when she said that, I said, well, that's interesting."

A. That...

Q. You know, she really took that...

A. [inaudible] here.

Q. ...and ran with it. That's what I'm saying. So they want to do more of that—not a long, drawn-out, but...

A. I'd be very happy to.

Q. ...they want to do more sharing.

A. I can share.

Q. ...without me talking.

A. That's how we learn. That's how we learn. But I didn't feel I got too much. I mean...

Q. Yeah.

A. ...if you don't mind.

Q. So you feel like you get more from me. They feel like they're getting from me and each other.

A. Sure.

Q. So I'm just saying...

A. That's fine.

Q. ...you know, we could talk about it next week.

A. Fine.

Q. So the last question is...

A. I'm very flattered.

Q. Yeah. That's what they say, two of them. The last question is to what extent does this model fit your needs as a veteran educator?

A. You mean the guided reading?

Q. The...the study group model—the coming together once a month; the taking of, you know, having to do the running records...





Q. Yes.

A. It just gives you more awareness that you can bring back to your classroom. It has to be ongoing. Professional development has to be ongoing. Assessment has to be ongoing. [inaudible] wash your face everyday.

Q. Yeah.

A. The same...

Q. So you're...so Connie, so...

A. [inaudible]...

Q. The fact that it's ongoing. You know how we used to have the one workshop and we'd do another over here, so I guess the fact that it's ongoing, that it's with other colleagues who are...who...you know, so just the way the model's been set up, I guess is the question [inaudible].

A. And it's nice to know how they handle their focus children or a child that they're focusing on, and to see...I find doing the video a bit contrived bec...I don't think it's truly authentic. All right?

Q. Okay.

A. [inaudible] with very distracting.

Q. Okay.

A. And when I saw...I think it was Judy?

Q. Was it Judy?

A. Judy, there was another gal.

Q. Shirley O'Malley.

A. Shirley.

Q. Yeah.

A. I thought it was nice to see it, even though I knew that if she was doing that privately, it would be a little more in-de...I mean, it is hard, okay? Still, you could take something from there. You could see how that child was having a problem and how she handled it. You could...you could take a few things and [inaudible] you would take that back...

Q. Okay.

A. ...to your class. We learn from each other, and everyone [inaudible]. That's why I liked it.

Q. Yeah, yeah. Are you saying you'd like me to talk more, because, see, I think...

A. No, I'm not saying...I think you should have balance.

Q. Okay. 'Cause I'm trying to...

A. But I do...

Q. ...not talk at you all for very long, because I think you do learn...[inaudible] out in the hallway.

A. [inaudible].



Q. Yeah, so...but I...I think sometimes that...

A. With this model, you can talk about your children. Sometimes you go to the kids' room, the kids say, "I don't want to [inaudible]." Half the time I just want to go and have my lunch. We're in a very nice environment where it's allowed—where you're allowed to talk about if you might be having a problem with a child. "How would you handle...?" That's what I like. [inaudible]. I do. It really works for me. Sometimes I'll say, "It didn't work today. I'm not gonna speak that way to her. I won't say that to him," or something. You know? I'm gonna be a little..."Let me rephrase that."

Q. So you think there's a nice balance between my [inaudible] and the group's talk.

A. Yes. Yeah.

Q. 'Cause they want to talk more with one another.

A. That's [inaudible].

Q. Not necessarily about assessment—just about where [inaudible] issues and management or whatever.

A. [inaudible] assessment like those three people who came from [inaudible]. They said, "How'd you do this? How'd you get them started?" I said, "I started my share reading." And then we just...

Q. Yeah, I think that's what they want to hear, more about what you and others do in the group around whatever issue there might be. But we do that at 5:00 because, you know, we've set at...

A. [inaudible]...

Q. [inaudible]...

A. ...responsibility, yeah.

Q. So I didn't [inaudible]...

A. Right.

Q. Yeah, okay. Anything else you want to say? Anything else you want to say about the...this year with...with us or with me that I haven't addressed or I haven't asked you about? Anything else you'd like to add? Anything you haven't talk...anything you...you want to talk about or share with me that I haven't covered or I haven't...I haven't asked you about?

A. No. I mean, is it really like...this is in relationship to guided reading, obviously, because you work...Irene Fauntis[?] and we...we have the running record.

Q. Yeah, I think it's really meant to...what you said you always did the assessment [inaudible], and I don't know that a lot of veteran teachers, and certainly your new novice teachers, did this much assessment before.

A. We have never had...

Q. [inaudible] new concept to take a running record...

A. Yes.

Q. You know, we would always...I think good teachers always observe their kids, 'cause...

A. No.

Q. ...I did before I even knew about the running record...



Q. Okay, that's right. You knew it.

A. You did know it.

Q. Right.

A. We always have some form of a checklist. Now it's more of a...a whole approach, and it's very...it's always being refined and refined. Do you know what I'm saying?

Q. And that helps to...and that helps in [inaudible] teaching.

A. The setting is different now.

Q. Very different.

A. The guided reading, the literacy block. We never had [inaudible]. After math, I used to do handwriting, then we would do language.

Q. Yeah.

A. Whatever that means. In first and second grade.

Q. Yeah, but I think what you said earlier is different too, and that is that we are looking more at children's independence and initiative...

A. Oh, absolutely.

Q. ...you know, and taking things on versus just "we are [inaudible]...we are..." see, you know, that's different.

A. It's very different.

Q. Right.

A. Very different. I mean, they all come up and say, "I can read this." "Fine. I would you like you to read it for me." We never had that with the other model.

Q. No.

A. Whatever you want to call it.

Q. No.

A. Okay?

Q. [inaudible].

A. Right. This...when they finish, there are so many things. They can...let me first say, "Don't get out of your seat." I never said that, but I know people that say, "Don't you dare get out of your seat." [inaudible]. And you know, before going to talk, that's their meaning of life. It's really funny to watch them.

Q. I bet, I bet, yeah.

A. And the other three go down there, and right here I have four and two. I wish I had...I wish I had like four there, because then I could do three...you know, that'd be giving me more of a [inaudible]. Let me see if I can get another tape. I have a headset, but no one can put it through there.

Q. Okay.





and that you have to do a final videotape. I'm almost tempted to ask you, Connie, because of these four children, and Stephan's in there...

A. No, Stephan's with the three.

Q. That was the four.

A. Content? He's not with content.

Q. Oh, Stephan's with literate, over here.

A. Three over there.

Q. Oh, okay. So it's Stephan...

A. Akina.

Q. Yeah, I'd like to see...I'd like to really see you on tape if you would do it. You don't have to do it, but to videotape yourself with those...with those three that Stephan's a part of 'cause he's your focal kid.

A. Well, when I do that, it's up to...now, you had mentioned that. I will try to do them. I don't know how I can do an audio with...I just don't have that time during this block.

Q. Okay.

A. The rest of the day is taken up.

Q. Okay.

A. I have a P&D and I just don't feel comfortable doing it during my P&D.

Q. No, I don't want you to do it during P&D.

A. I will try to do it with them.

Q. Okay.

A. I'll try next week. In other words, I'll take the tape. I have to take the tape recorder.

Q. Okay.

A. All right? Let me kind of think it through.

Q. Okay.

A. I'll get a book ready—a new book.

Q. And just...

A. [inaudible] would you...that's all I could do. I don't see...

Q. Yeah, that's all I want you to do. Whatever you normally do with that group.

A. They don't like...

Q. [inaudible]...

A. When I introduce it...



A. I'll try and...

Q. Just walk them through and...and what? And then they read it, after you walk them through? What do they do after you walk them through?

A. They go by themselves.

Q. Oh, okay. So you walk them through, get...

A. I don't do...

Q. ...ask questions or...

A. Oh, yeah.

Q. ...of that.

A. "How would you feel if you met tyrannosaurus rex?"

Q. Okay.

A. [inaudible].

Q. And then they go up and read it on their own.

A. Then the next day...then when they're through, they can do buddy reading together.

Q. Okay.

A. But by that time, we're probably doing our writing, okay, or they might do their phoni...they might do their homonyms. They don't stay together for the whole time.

Q. So the twelve-minute...

A. They can't.

Q. So we're introducing a story...

A. Here's what happens. I take a guided reading...reading...brand new book.

Q. Right.

A. Introduce it.

Q. Okay.

A. I don't walk through every...but these pictures are...are gorgeous. And it's part of the fun to predict. And I might say...

[Tape side B ends.]



Q. Okay, well, we'll start with the first question.

A. Yeah, go right ahead.

Q. [inaudible] here. What, Connie, what are you thinking about literacy now that you weren't thinking about in September?

A. I have more of a...I feel very comfortable with...like when you say literacy, I mean the model that we're using.

Q. That's fine.

A. Okay? I'm very comfortable with it. It...like I said, Judy, before, it just gives me a sense of freedom, and in a way, even autonomy because I can select my own books, and I just like the way I can take my phonics, like you can see over there now we're into little pieces of words. I like the whole piece. We start to read, and then you pick out, I mean, like you can see the writer's workshop guidelines because we do both now.

Q. Okay.

A. And the children are so open to this, but I think part of it is because I'm very enthusiastic about it.

Q. Oh, yeah.

A. And it's just a nice way to teach the strategies instead of just that hum-drum—come up, sit down, do your workbook. There's just none of that. When we...especially now when we do the writing. Before we start the writing, we take a little break and we have a cookie, then we go to our writing table, and they share their stories. In fact, Andy said...Andy's with Stephan [inaudible]. Isn't...didn't he do well?

Q. Yes.

A. And both of his parents came up for open house and his brother. Isn't that nice?

Q. That's wonderful.

A. See that's a big piece of it...

Q. [inaudible].

A. ...is the parental cooperation as well.

Q. And as well.

A. And he's reading his story about the people. I didn't know what to take. [inaudible] a little frustrating. Now that we're focusing on the writing, more so now than next year, topics sort of fall into favorite food. All kids like...of course it was pizza. So he's reading his story to [inaudible] fellows, and one of them is...it happened to be four boys in that group, and he says to me, "This doesn't make sense." I could've hugged him. I said, "Well, Andy, isn't that wonderful," that he was able to come to that conclusion.

Q. That's wonderful. Yeah, that's wonderful.

A. Yeah, and they couldn't [inaudible].

Q. Yeah.





A. Read it again. I mean, that's...that's the exchange that is going on. This program encompasses all the processes—emotionally, intellectually. Even physically, so they can get up. And no one's restraining them.

Q. Yes, yes.

A. There aren't...there are constraints but you wouldn't know it.

Q. Yeah, it's wonderful.

A. I just enjoy it.

Q. That's great. Well, it's obvious you're enjoying it.

A. Yeah. I'd love to know more about the [inaudible] program because, you know, there seems to be more people using that program I think than ours.

Q. Yeah.

A. I mean, but...

Q. It might be something you might...

A. Yeah.

Q. ...you can talk to a coordinator. I don't know if people want to go visit a [inaudible] school so you can see for yourself...you know what I mean? The [inaudible] like...you know what [inaudible] is?

A. Yeah, yeah, pretty close, yeah.

Q. And I understand they're...it's going full-blown there.

A. Yeah, they're doing it very well there.

Q. Yeah, so it might...it's been four years, so it's really kind of grounded, you know, and it's got the whole school on board, and you might want to take a visit there one morning.

A. Well, Tony's group came in. They had...I forget what day they came, and Tony came [inaudible], you know, there were [inaudible] people involved, and there's Mark and Ed, and you talk about the moment—I always believe sometimes there are moments in life—Mark came with Maggie first and I was just stunned. I [inaudible] two of them. They sat through the whole thing. It was unbelievable. I wouldn't say I was nervous. I felt very comfortable with myself, but I never expected somebody to sit right there and listen to every word...

Q. Every word.

A. ...and start jotting down.

Q. Wow.

A. Well, maybe it was just as well.

Q. Yeah.

A. You know? Then they came back when I had started the writing and Tony would come, "Okay, Ma'am," and I had just started the pizza. I had all the information there. And he knew—they checked out their own. I did have to correct one little girl. I have a little girl. Like I was out Thursday because of my mom, and she's very,



very...I don't want to say incorrigible; it's just very...

Q. This is not the other child...this is not your other focal child.

A. No, no. Jaquet...right. See, what she's doing now is she's becoming criminal with Jaquetta. Jaquetta can be very easily led. She had the audacity to get up. I have like a little cookie tin and [inaudible] pot of tea, and she grabbed the tin and she said to herself, "It's time for cookies." Well, of course, Stephan was the first one to raise his hand and he said, "She's always starting trouble." This little girl. So I...unfortunately, I had to correct her, but I corrected her in a nice way.

Q. Yes, yes.

A. That was a little...and that kind of bothered me a little bit, because it was a mean thing.

Q. Yeah.

A. It really was pretty planned.

Q. Yeah.

A. So [inaudible]. You have to know how to handle it.

Q. Well, you do.

A. Yes.

Q. Well, you said you corrected her. You felt it was a problem.

A. Yeah, I just told her that that wasn't allowed. That's all I said. I never...

Q. Yeah.

A. I never do anything negative. I never repeat the negative [inaudible].

Q. Well, it sounds like you have an...only the kids are having fun. That's great.

A. Oh, yeah. I mean...

Q. Yeah.

A. We do. They...they come in and we do have the [inaudible] come in, like before school, but that's part of it. And then when they finish, they get back to [inaudible], they can mark their calendar. I do a morning message now that I didn't do before, and that worksheet, everyday we take daily rules.

Q. Okay.

A. If you notice something on the way to school...

Q. Oh.

A. ...if something happened last night...

Q. Yes.

A. ...or you watched a program or you did something over the weekend, and my message might be for today, "Good morning. I had a lovely weekend. How was yours?"



Q. Yes.

A. That type of thing. So I've been doing that that I never did before. I found that in one of the books that I was writing.

Q. [inaudible].

A. Yeah, yeah, really. It's [inaudible]. That's really what it is.

Q. [inaudible]. That's what it is.

A. So that's...

Q. Okay.

A. ...that to me is, I just find it very freeing. The children love it. Even last year they loved it.

Q. You started doing it even more this year.

A. And children are reading, that I really feel from having taught developmental reading—not that I'm knocking the basil[?], because you can one story from a basil[?] in terms of the same way.

Q. Yes, you could, that's right.

A. You could, if you wanted to take one story.

Q. Yeah, that's right.

A. It isn't the way it should be, but nonetheless, you could do that. But to take a whole basil, I...I don't think I could go back to that, unless it became the model again.

Q. Yeah, yeah. I was just gonna say something to you.

A. I don't know.

Q. Okay, we can come back [inaudible].

A. Oh, I...I do feel the children, even someone like Jaquetta, she has been picking up. She...she's only been absent twice so far.

Q. Okay.

A. Okay? I do think that the children push each other without knowing it, particularly with the buddy reading. "If you don't know that word, I'll help you."

Q. Okay.

A. And with the writing, they can go to the word wall plus we have little books. We never taught writing like that.

Q. Yes.

A. I remember the one block, I think it was the Metropolitan that we gave, we gave the kids three pictures. They had never written a...they never wrote a story all year to speak of. Then we gave them this picture and we talked about it briefly and they're supposed to write something.





Q. Yeah. That's how it was done.

A. That's how it was done.

Q. Yes, yeah, that's right, yeah.

A. Now we have an exchange just like you and I.

Q. It's conversation, yeah, [inaudible].

A. I think management is a very big piece of this. You can't have this without management, and you have to...every teacher has to establish that. What might work for one teacher, I might not...all we had to do was hold up those two [inaudible].

Q. I know. I [inaudible]. That's great, that's great.

A. [inaudible] look.

Q. They're well trained, yeah.

A. I just look and say...

Q. Yeah, yeah. Talk more...can you talk more about your fo...you know, your focal students? Either one of them, you know.

A. Well, with Jaquetta...

Q. If you could talk about them in terms of like what you were thinking about them back in September and what you're thinking about them now.

A. Well, with Stephan, as I wrote, I mean, he was enormous behavior problem. I can't tell you, Mary Ann, all day long he was a [inaudible]. He just, you know, wore you out. Very, very wearing. So he was sitting, I think, in the third seat, so I put him right up in front of the class. "Oh, I think it's for better. It would be better if you sat here because you're a little smaller." And I never told him because he was misbehaving. So you have to kind of be a little sweet about it. And then I could just look at him, and most of the time [inaudible] to do his work. I...I...I don't think I ever really get into repeating what they've done or anything like that. I find it a waste of time, and to lecture, they turn it off.

Q. Yeah.

A. I mean, they really do. They could care less. This is [inaudible].

Q. Yeah. So what are you thinking about his literacy learning across the year?

A. And then, he really couldn't do too much. He had very little [inaudible] vocabulary. He would a...he was very troublesome all last year, and phonics, forget about it. And he didn't do that well, and I did the observation survey with him, and anyway, having worked with him, I was able to determine that he needed...even his visual memory wasn't that great, so I felt I had to work on both, phonics as well, and by using the running record, seeing his weaknesses, and I kept trying to play up to him. "I want you to do well. Don't you want to do well?" [inaudible] answer. You know, he [inaudible] and I laughed. That's part of it. It takes a lot to be a teacher. I mean, besides knowing your subject matter, you have to be able to...

Q. You have to build self-confidence.

A. Plus I had to send for the mother twice. I mean, that's how...



Q. At...at first.

A. Yeah, I mean, she was very concerned. She's a single parent. The grandmother, her mother, lives with them. She doesn't speak English, and we had an incident where he stole the book, and I know he stole the book because the grandmother knew.

Q. Yeah.

A. Okay, so...it took a bit to straighten him out. But he's been a dream. He really has. He's so proud of himself.

Q. I bet.

A. I think I told you the time when Anne came in, he kept saying, "Listen to me." So Anne said, "Well, wait. I have to listen to Anthony first 'cause he sits over there."

Q. Yeah.

A. And they sit there and they read.

Q. Yeah.

A. It's...it is unbelievable...

Q. Yeah, that's wonderful.

A. ...to see them. They're adorable.

Q. Yeah.

A. Sometimes I...I oft...well, sometimes I often stop and I just look at them.

Q. Yeah.

A. 'Cause I never had such a feel as I have the last two years. And I'll tell you, when I first started this program, "How am I gonna make this work? This is the first grade. I have to get on the stick here." Because I think I may have told you, I had twenty-four last year? I said, "This is a cinch," you know, groups of six. No way.

Q. Yeah.

A. No way. So I went back to square one, and I started with one group, left the others there, and we just added on and added on.

Q. Yeah.

A. I love...

Q. One step at a time.

A. They love the listening center, which is very good, especially for the bilingual students. Their language...their spoken language has improved so much, their articulation. They love going to the listening center.

Q. Yeah. So when you looked at Steven's work over a time...

A. Stephan.



- Q. Steph...
- A. Because the other brother's name is Steven. Please.
- Q. That's right.
- A. A lo...and it's spelt Steven like you and I would know...
- Q. Yes, right, I know.
- A. ...but the other one's name is S-T-E-V-E-N...
- Q. Okay.
- A. ...and he is the Steven.
- Q. So he's Stephan.
- A. Stephan.
- Q. Stephan's work over time. Where did you see his greatest growth? You know, when you say...
- A. I started to see the growth around Christmas time, the beginning. And particularly when we came back.
- Q. Was it the comprehension, was it phonics, or sort of all groups?
- A. Every...he just...everything, plus at first he was getting some help from...I had him go to the literacy thing. We had a program. We're not gonna have it next fall. We had a literacy tutor so that they're teaching them just to look at jobs.
- Q. Yeah, okay.
- A. And I had him with her, and she was very sad when I took him out...
- Q. Yeah.
- A. ...because he was doing so well.
- Q. Yes.
- A. [inaudible], you know? I said, "Well, that's the purpose." That's when I really started to see some real growth, plus he always did his homework, which is very important, because most of my homework is just an offshoot of what I've taken...what I taught for the week. And plus I think he loved all the attention.
- Q. I bet he did. I mean, you were building his con...maybe that's what he needed. It was like...it was almost like he was [inaudible].
- A. And he was right in front of me.
- Q. Yeah.
- A. And he didn't realize 'cause that's what I do.
- Q. You were one-on-one with him and then he had...





A. Yeah.

Q. ...he had it in him to do it. It seems like just giving him that extra attention.

A. Yeah.

Q. And you said you built his [inaudible].

A. And I'm thinking if you had thirty-six children, I don't know how this program would work with thirty-six. I'd need four listening centers...

Q. Yeah.

A. ...to tell you the truth.

Q. Yeah.

A. You really need, as everyone knows, and we're all...we've known for a long, long time, you really do need smaller classrooms.

Q. Yes.

A. Like kindergarten class, those gals have twenty-five kids.

Q. [inaudible]. You know, cater to at least...

A. It's sinful.

Q. ...cater to. You have to have [inaudible].

A. Cater to. By the time they get in the third grade, when they have had this intense...

Q. Yeah, [inaudible].

A. ...workout, they are more independent.

Q. Yes, that's right.

A. They know [inaudible].

Q. [inaudible].

A. Don't quote me. I don't want to get in trouble with the [inaudible].

Q. No, no, but really [inaudible]...

A. Cater to the things I think that they can handle. They...they can sit down.

Q. Yes.

A. They can write.

Q. Well, there's [inaudible]...there's certainly research that says that. So you're right.

A. Yes, and you know yourself when they come in...



Q. [inaudible], yeah.

A. ...from kindergarten, and Stephan could barely write, his spacing was terrible, everything. If you have smaller classes, even in kindergarten, they can give them more attention [inaudible]. They're all you need. In kindergarten, they have a couple of very disruptive children. They have got to be excluded.

Q. Yeah.

A. But there's the system again. It takes a long time.

Q. Yeah.

A. All right? I know they want to include these kids, but you just...you know, at that level...

Q. You have...you're right. You have to be able to...

A. I mean, there are kids down there...

Q. ...somehow give them what they need. They're in a different [inaudible]. I agree, yeah.

A. And the bottom line is really limit-setting, you know?

Q. Yeah.

A. These kids come in and they're spoiled. I see them in supermarkets screaming, oh, and kicking. If that was my child...you know, of course I would never...I...I...my brother was mischievous, but he didn't do anything like that. I wasn't. I was always quiet. But to see kids kicking their parents.

Q. I think it's awful.

A. So they come in...and they think that that behavior is sort of...

Q. Yes, [inaudible] acceptable.

A. ...the norm.

Q. It's not acceptable. No, it's not. Talk about Jaquetta a little bit. [inaudible]...

A. Jaquetta, well...

Q. ...now and then. Then and now rather.

A. I'll tell you, there's no cooperation with Jaquetta's mother.

Q. I know, yeah.

A. All right? Twice we had an appointment and she never kept it. And when I was out last Thursday, you know, I wrote on her report card that even though there has been an improvement, [inaudible] is extremely doubtful. And so she came up to make her happy. I don't [inaudible]...she lives down at the other end. And it's kind of a messed up house and I don't know how to tell you. I don't want to say any more [inaudible]...

Q. Yes, I know, yeah.

A. She...she sits in the [inaudible], she does her homework. I said, "[inaudible], Jaquetta?" She couldn't read it. I said, "She ought to do her homework because somebody..." She goes to the library. They have...I don't know what they have there, but they help them with their homework, and her spacing is terrible.



Q. Yeah.

A. There's no real thought put into it. She can barely read anything that's [inaudible]. I told her mother, "Someone has to sit with her. She has to study her homework...to be able to read other books." And [inaudible] reading a two-paragraph questions.

Q. Okay.

A. And that brings in capitalization, punctuation, and comprehension. So but...even the mother, the mother...the notes that I have received, if I [inaudible] she kind of [inaudible] sentence. So there you go.

Q. How much...yeah, how much can you expect.

A. Right. She's as cute as a button—very well taken care of, but that's it. She was absent a lot last year, and the same this year. As I told you before, the second report, I had to give her Ns, [inaudible] and I had it written in.

Q. Yeah. [inaudible].

A. Something like I couldn't grade her...

Q. Oh.

A. ...because she...because of her excessive absences.

Q. Okay.

A. [inaudible].

Q. Yeah, there was a new...

A. There's a new marking.

Q. Yes, right.

A. I have it written down up there.

Q. Yeah.

A. She was a non-student.

Q. 'Cause if she were here, I'm sure she would have learned.

A. Yeah, I told...well, the mother finally realized that I'm gonna keep her here, and she says, "Well, you know, she's slow," and I said, "No, she isn't." You know, that self-fulfilled prophecy. I said, "No, she isn't." It's a combination of not being in school everyday, plus her homework. It takes a little bit of every [inaudible], and she...[inaudible] came in and now she's [inaudible] with this one...

Q. Yeah.

A. ...over there.

Q. Yeah, well.

A. So...





- Q. Yeah, well, I'm sure you've done all you can do.
- A. Yeah, I mean, that's it.
- Q. Right.
- A. You know how I feel?
- Q. Right, yeah. You've done all you could do.
- A. You do all you can.
- Q. That's right.
- A. You can't reach everyone. We try, but really we can't. And every year, there's always one or two you can't.
- Q. Yeah, that's true, yeah, what you've done. I mean, you've talked a lot about the Mondo[?], and I'm try...what I was...try to get your...your view here. I know it's kind of tricky...
- A. Well, go right ahead.
- Q. ...[inaudible] to answer this next question, but there's cer... 'cause we...learning's so messy. You know, so much gets sort of mixed in, but you've had Mondo[?], then you have your...your...your involvement with the study group. Could you sort out...do you think you could sort out like what...what are you doing differently or thinking about differently because of your involvement with the...with the [inaudible]?
- A. Well, mentally...
- Q. The veterans group?
- A. When you...what's...
- Q. If you could sort it out, because I know Mondo[?] really...
- A. Well, the reference...I don't know how much I learned. There was very little interaction among us.
- Q. Okay.
- A. Some of the things...many of the things that bother those people never bothered me. I could...I mean, I think I said that to you. I just never had a problem with...with the things that seem to like bother them. I think visually, structurally. Okay, I think a little differently when I'm doing the running record.
- Q. Okay.
- A. Okay? That's because I...I've had that little bit of [inaudible] because of the program.
- Q. Okay.
- A. I enjoyed meeting, you know, the teachers. I wish we could have had more exchange. I have very...I had no training at all in the DRA. I...I found that to be...not a millstone, but just...I found during the video, I really didn't like asking people...
- Q. Okay.
- A. ...to do that for me. I kind of like to do...I don't mind asking people, because most people [inaudible] for



you, and they know I would do anything for them...

Q. Yeah.

A. ...so I...I didn't hesitate. I had, you know, I asked the teacher if she would do it and she had to give up her P&D. I could never do that during the P...during the liberty[?] period, just like the literacy [inaudible]. And just like with the...the taping? I couldn't. I did one. I just could not do it again.

Q. Yeah.

A. I have to say...

Q. Was it a ti...was it time-consuming? What do you think?

A. Yes, it was, and setting it up. I could never have done it while the other children were engaged.

Q. Okay.

A. I have to say I enjoyed doing it...

Q. Yes.

A. ...and the kids loved it.

Q. Yeah.

A. I played it back the next afternoon, and the whole class heard it. They loved it. So I'll do that again.

Q. Okay.

A. I enjoyed...what I enjoyed about it was that the kids got such a pleasure from hearing...

Q. Yeah, from hearing themselves.

A. "Look it. That's a ta..." You know, they...that type of thing.

Q. Yeah.

A. So, you know, it's always exciting. It's like seeing yourself on TV or on the video. But that's how I feel.

Q. Was it very useful to you? Is it...I mean...

A. Well, I don't know much about it.

Q. Yeah.

A. I mean, I...I...I don't use it.

Q. What did you think about it?

A. Yeah. I can't answer you, because I've only used it twice. I did a little preparation. I didn't get too far, because Jaquetta couldn't go too far. When I was exposed to the observation survey, Connell[?] walked us through it. I mean, I can do that without even...

Q. Yes.



A. I don't need any props anymore.

Q. Okay.

A. If you had asked me to do the...to do the observation survey, I would have felt more comfortable.

Q. Yes.

A. This, I probably could have used that money to buy books.

Q. Okay.

A. Very easily.

Q. Yeah.

A. Because I...I don't have that comfort zone with it, because I've never used it.

Q. Yeah.

A. DRA. I kept saying, "DRA." All right? I just never...

Q. So the...from the...[inaudible]...

A. But to use it, all...you have to use it one-on-one. [inaudible].

Q. Yeah, it's one-on-one, which is hard.

A. Yeah, I had to...well, you know.

Q. Yeah. But what you...from what...from your little bit of time with it, which would be, you know, with Jaquetta and then you did it at the end...

A. I felt with the DRA, it reminded me of doing a guided reading in some respects.

Q. [inaudible].

A. Some of the questions you ask, who are the characters, where does it take place?"

Q. Yeah.

A. You know, that...I don't know. I...

Q. Is it the one-on-one part that you felt...I know that's time-consuming, but the tool itself, did you...do you see...do you see any merit in the tool itself from the little bit you know about it? Doing with Stephan at the end? What...where did you see it as useful tool to teaching, to your teaching, if you knew more about it?

A. Well, you're one-on-one, which is, you know, children feel very special.

Q. There's a comprehension piece, 'cause that's see...see the...the running record...actually it was developed by reading recovery teachers who said the running record wasn't enough, so that's why the comprehension part, you're talking about like added on, and then they sort of just...

A. Well, that's it.

Q. ...[inaudible]...





A. I mean, the comprehension, it gave them more of an awareness, whereas with the observation survey, they're just reading and record the errors. With this, you're asking them about what they read. That's it. I...I really don't know anything more about it. I'd have to really read about it, just like I've taken it upon myself to put the writer's workshop guidelines up there.

Q. Yeah.

A. Each child has that. They love that.

Q. Yeah.

A. We don't erase anymore. We just cross out. And I got that from...where'd I get that? The book that you sent me. Remember that book we had? It's amazing. I think somebody took it and never gave it back to me. The one by Irene Fontis[?].

Q. On the guided reading?

A. Yeah.

Q. Oh, okay.

A. I took that out from the back. I really explored...I've taken a lot on myself to read about it. You know, I'm kind of like that. This thing with the daily mess...the daily news and the morning message.

Q. Okay.

A. I had never done that before. And that's part of the modeling [inaudible].

Q. Yeah, so you experiment and so forth, yeah.

A. Yeah, I've...I've looked at different sources.

Q. Yeah.

A. But with the DRA, I mean, I've only used it twice. I...I have to be very honest with you. It isn't something I'd take home and read over the weekend.

Q. Yeah. Yeah, yeah.

A. If I had to for a reason, then I would, but I...

Q. But I think maybe you have so much going on, Connie, that you use. You...your...like you said, you're an experimenter, you read, and maybe you...you're doing so much of that already that maybe that's why the DRA didn't strike you all that much.

A. No.

Q. You're doing so much anyway—children assessing, observing kids, and you've got your own thing going.

A. Yeah.

Q. Whereas some teachers, they just never assess the way you do, and so DRA to them was something, "Oh, here's something I can use," so they [inaudible] anything else.

A. Well, I'll tell you, when we first started this, the program, I like to try new things, so I think when you



begin like that, as opposed to like people are saying, "Well, teachers who are older didn't like...", well, that wasn't the truth. It doesn't. I mean...

Q. Well, that's not true.

A. ...take that generalization...

Q. No, that's not true.

A. ...or the stereotyping...

Q. Well, look at you.

A. To me. I mean, I think you can bring more to it.

Q. Absolutely. Oh, absolutely.

A. It's like anything else.

Q. And like you said, you can't do this, like the structure they're saying, this...this, you know, that's...you've got...you've got thirty-one, thirty-three, thirty-one, thirty?

A. [inaudible].

Q. But anyway, you bring a lot to it so, you know, that kind of structure, they want you...not as a veteran teacher, I would see that...I would think that you have modified and experimented with it, I would think.

A. Yes.

Q. Yeah.

A. I...you know, I think a piece of it is I enjoy it. It's...and I think...I think it's very important to come here every day, you're with these children 6:00 to 6:00, [inaudible] hours a day, you have to kind of like what you're doing.

Q. Yes.

A. And I like...I'm the kind of person...to...to be very honest with you, like, whenever I've gone on vacation, I always do things. Like, I did an earth watch[?] fourteen years ago. Even when I've gone to Europe, we plan the whole day. We just go crazy and collapse when we get back.

Q. Yes, yes.

A. When I went to Kenya, when we went on holiday, we went to the coast, and I said to Lauren[?], "I've never had a vacation where I just sat around."

Q. I know, yeah.

A. So, you know, if...it was nice to do that, and I did it. And we walked up and down the coast. So I do like doing things. I have a reflective side, but I do think you learn like by taking these cards. Like I have a new little sentence there now. The ending of D.

Q. Yes.

A. Okay? We [inaudible] the cards, and they put them in the right place. The next step is to see maybe they can write a few sentences.



Q. Yeah.

A. Impossible. Okay? Because I had a teacher once who said, "A word isn't yours until you can put it in a sentence."

Q. That's true.

A. So even at this level, you know?

Q. Yeah.

A. So I...that's what I really like. There's a movement there. You know, and you've got to have that structure. They love...like when I do the writing, first the [inaudible] all around me, but for a half-hour we're expected to roam around the room, and I'll sit here.

Q. Yeah.

A. I have four children here. They...their listening centers become little writing centers because I don't have enough...you know, I would love brand new furniture. This furniture came from the [inaudible].

Q. Oh, wow, okay.

A. That's why, you know, people say, "Oh, you have the desk." Thank goodness. I mean, I don't...they...because your room is set up...

Q. Yes.

A. ...without this traditional look, it guarantees success.

Q. Oh, no.

A. We go back and forth, and until Dr. [inaudible] tells me to stop it, it works for me, very nicely.

Q. Yeah.

A. So I roam around and I'll sit down with one group, which I never did before. That's the model. When we did writing, we did it as a class.

Q. Yeah.

A. Okay?

Q. Yeah.

A. So you walk around and I'll say, "Could you read that?" And, "Tell me more about why you like pepperoni pizza, not cheese pizza?"

Q. Yeah.

A. That's...that's where we learn...

Q. That type of thing, yes.

A. ...the work. The clock stops. They...the temperature affects the functioning on this clock.





- Q. Oh, wow.
- A. But I never did that before. There was never this exchange. So if I could say you never want an isolation. You really learn...
- Q. Yeah, that's right.
- A. ...by sharing.
- Q. Yeah, yeah. You mentioned the word movement and I want to...
- A. Yeah, tell me.
- Q. ...tie that to...tie this next question to this...this movement. You said it's freeing—the...what you're learning here. So this question's vague. It's vague so that you can respond to it in any way that makes sense to you. Fine. What's it like for you as a veteran to make changes? What's easy, what's hard? That's pretty open, so you did mention that the, you know, these changes you're...it's...this model is freeing. You said the movement.
- A. I'm con...but I find it stimulating.
- Q. So what makes it easier? Yeah, more stimulating with the change.
- A. ...is the centers.
- Q. The centers, okay.
- A. I study with what we're doing and I'm saying, "No, I've got to make a little center here to reinforce..." For example, the [inaudible]...
- Q. Why do the centers...why do the centers stimulate you?
- A. Well, they really...I get closer to whatever I'm trying to accomplish. You know, when people...I would go to Mary [inaudible] and say, "Mary, what's this thing with the centers?" Like a listening center is obvious. I mean, okay, you had [inaudible].
- Q. Yes.
- A. All right? But even then, it has to have a purpose.
- Q. Okay.
- A. I like the sentence strips too, to put the story back together again. One per...the buddy, the two children; one person reads it...
- Q. Yes.
- A. ...the other person is finding the strip.
- Q. Okay.
- A. Okay? So they're talking, and they're talking about reading. [inaudible].
- Q. Yes.
- A. Because if they do, it's not allowed.



Q. Okay.

A. And they know I'm always around. But you asked me about...oh, the centers. So I would tell Mary, "Mary, is this right?" And she said, "Connie, as long as they're exposed to [inaudible]." Okay? So I would always tell Mary, because she's a coordinator, whatever sentence I have, like in the fall ABC center, the children think and they're very [inaudible]. And then you just build from there. I have a...a vowel center. Plus I did something different two weeks here. I got all their cards, like specific card [inaudible]...

Q. Yes.

A. I got them together and I put them according to vowels, and depending on the group, Mary has [inaudible]  
E. Okay? Mary Ann has one U. And they would share it. And it's like a little bit on a phonics...

Q. Yes, yes.

A. And they would ask each other. They show the...the word. Now, that one gives the picture, but I did that purposely because, you know, EA has three sounds.

Q. Yeah, right.

A. Okay? So that's a tough one. But a lot of the cards I had just the picture in the front and then the word was on the back so they would have to show them the picture first...I mean the word first.

Q. Yes.

A. So I've done that. It's like a center within a center with two kids, and sometimes three. It depends on your...

Q. Yes.

A. ...on how the group is set up. You know, when children move on, there's always a couple that stay behind so they...they...they might be in a tent and I know the scale because of the running record and comprehension, she belongs in [inaudible] a twelve and thirteen. So I'll take her out, and that might leave two, but they make four.

Q. Yes.

A. Okay?

Q. Yeah. Anything else that makes it easy for you to change? When change come up...comes along or when you want...when you would like want to make change? Anything else that ha...or anything that gets in the way of your making change?

A. What's your answer. I don't have enough materials.

Q. Okay.

A. I wish I had all my own books.

Q. Books, yeah.

A. And tapes.

Q. The sharing doesn't work?

A. We need books.



- Q. The bookroom and...doesn't work?
- A. It's...you know, I don't want to say anything against my colleagues.
- Q. I know.
- A. [inaudible]. When I get that six hundred dollars, [inaudible].
- Q. Oh, yeah.
- A. [inaudible] the entire series of dinosaur books. You have to touch on the interest, okay? But I love baseball. That was a great game yesterday.
- Q. Do you follow basketball?
- A. A little bit. Hockey, you know, probably because it's so...they're always killing each other. So I think if you can get the interest. I also order books that have to do with science. We're thinking about ants, the beavers...
- Q. Yeah.
- A. ...the octopus. I ordered those because I have found [inaudible] to initiate a children [inaudible], I find about what...the part...the information that they learn, you know. That's the spiders over there. Isn't that nice?
- Q. Yeah. Your kids to wonderful work.
- A. Draw and label. But you know, I'll tell you, Mary, this takes a long time.
- Q. Oh, I know. These are first-graders. They're doing a lot of work.
- A. "Oh, we forgot." It's like...
- Q. You're doing a lot of work.
- A. ...when will they ever get through...
- Q. Yeah, I know.
- A. ...so we can go to dessert.
- Q. Yeah, at their age, really.
- A. I mean, really, from the pizza...
- Q. It's a lot of work. [inaudible]...
- A. ...it takes a long...
- Q. But you're getting a lot from them, yeah, yeah.
- A. ...time. You try and leave the papers up.
- Q. Yeah.
- A. It takes a long time to get this kind of quality. We're constantly editing.
- Q. Yes.





A. And I like talking to them like that.

Q. Yeah.

A. [inaudible].

Q. They're editing, yeah.

A. [inaudible] illustrator.

Q. It's wonderful.

A. Yeah, and I really feel exposure is the key.

Q. Exposure? Uh-huh.

A. If a child is put in an environment, like a lot of exposure, they are going to be stimulated.

Q. Yes.

A. You know, birds of a feather fly together?

Q. Yes, yes.

A. That's negative and it can be positive.

Q. Is there anything else kind of that gets in the way? You...you've said lack of materials, colleagues who don't share.

A. You have to be careful with that. I might get [inaudible].

Q. No, but I would never...

A. Yeah, I know...

Q. [inaudible].

A. It's just between us, if you know what I mean.

Q. Exposure the key...you're not the only one who said that, however. Exposure is the key to [inaudible] children. Anything else that gets in your way to make change, as a veteran, 'cause I really want you speaking as someone who's been doing this awhile. Anything else over the years that sort of gets in the way of your making change or it makes it easier, even...at the classroom level, at the school level, the system level, anything else?

A. Well, the time factor. Time. We go to the [inaudible]. I'm not down on computer, okay, the computer.

Q. Okay.

A. And we go to Apple computer. We have two different strands[?], you might say. All right, two kinds of exposure. I think one period a week. I'd like to use that time to do more with the literacy myself. They go in, they do work at their own level, it's very high interest, but I think it's a long time for kids to sit.

Q. Okay.

A. Forty-five minutes. I always leave a few minutes earlier to allow for getting in line and all the, you know,



and exiting, as they say. I feel time constraint, more so now than ever. Before I always felt I had a lot of time.

Q. I know, yeah.

A. Okay? We do have planning and development and they go to a specialist, but see these two periods are over and above that. Do you follow me?

Q. No, say that again.

A. We have five plan periods—one a day.

Q. One a day, right.

A. Also, we have two forty-five-minute periods in the [inaudible]. One is math. Like I'm always squeezing in my math. One is math and one is literacy.

Q. Okay.

A. Okay?

Q. Yes.

A. There are merits to it. It's a novelty for the children, very high interests in color and so forth, you know, you've seen it. I just feel if we have one period, that would free almost an hour a week for me. I could get in my math. I find what I have to do with the math is take twenty minutes in the morning, and they have...by the time I get organized in the afternoon...

Q. Yeah.

A. I don't like breaking up like, for example, we're taking money into play store. It takes time. You gotta give out the items. Okay?

Q. Yeah.

A. Give them the little bags of money, of coins and it...it's like I find the time factor because of it. I take five periods a week planning and development is essential, yeah. It just takes a lot of preparing.

Q. Yeah, absolutely, yeah.

A. I don't know how to tell you. Before you could just read, all right? This, it takes a lot.

Q. Yeah. People don't think so because they see kids in centers and they think, "Oh, this is just a willy nilly free [inaudible]," but it's not. It's more...I think there's more planning in this. I think there's more planning and organization in this model than [inaudible].

A. Absolutely.

Q. I really [inaudible] that.

A. I don't know how to tell you.

Q. Yeah.

A. Absolutely, and the thing with the math, because we have hands-on, okay? We...we have buddies. We're in groups of...we're in little tubes. I don't do anymore of the math books. I'm not, you know...I don't know what else.



Q. So time. Well, time...time's a big one, I think. Time...time is...

A. Time is very...

Q. Materials. Okay. What, if you could improve the study...this, the model you just went through, what would you improve? What was least helpful and then what would you improve?

A. You mean working with the teachers?

Q. What were the teachers themselves...yeah.

A. I think there should have been more exchange.

Q. More exchange? Do you think I facilitated too much? Do think I was too much of a facilitator?

A. No, because whatever you gave was very authentic, and it was...

Q. So when you say more exchange, did you want me to talk less or facilitate less? What do...talk about [inaudible].

A. [inaudible]. I mean, what you talked about was what we were doing.

Q. Okay. I mean, would it be extend the time so you could exchange more?

A. Well, I don't know about extending the time because I do...I did find, after working all day and driving...

Q. [inaudible], yeah.

A. ...I was tired.

Q. Yeah, you were tired.

A. I mean, and it was a little, not nerve-racking, but unsettling because most of the time I didn't know where these schools were. And, you know, I always made an effort to get there on time and other people...

Q. You did, yeah.

A. ...couldn't. I mean, Anne is very gracious and Mr. Walsh would have been the same way. Why other principals don't realize that, I find, you know, that doesn't make...I just think if you know a teacher is going off to improve...

Q. I agree.

A. ...you cer...I mean, it isn't that you...we were meeting everyday.

Q. Yeah, I agree.

A. It was once a month.

Q. I agree.

A. What was it to allow that teacher fifteen or twenty minutes of traveling time? You take Judy coming through the tunnel, you know. Well, not...my family lives in...still lives in East Boston. To come through that tunnel...





Q. I...I fully agree with you.

A. ...I just find...

Q. I full agree with you.

A. ...that so [inaudible].

Q. Right, yeah.

A. Who are these people in charge of us?

Q. Yeah, it's really...yeah, you're right.

A. I mean.

Q. It's a pro...it's a real problem.

A. I mean, that to me is you have to have your faculty with you.

Q. Yeah, and you want...they're going off to learn something that's gonna help the kids.

A. Absolutely.

Q. I agree, I agree.

A. And someone like yourself who has a reputation of really...very serious about what you're doing, so they shouldn't...if they doubted it, call...say, give you a call, say, "Mary Ann, what's going on."

Q. Yeah, well this particular administrator has problems with the pro...with the reading recovery program so anything that I'm attached to [inaudible], that's the problem.

A. See now, the reading recovery is very essential.

Q. Yeah, yeah.

A. You can see the growth.

Q. Yeah, yeah.

A. I mean, with me, it was trial and error.

Q. Yeah.

A. I try to get kids in...I mean, Alex hasn't come back from the islands.

Q. Yeah.

A. He was going there for a second opinion on his [inaudible]. You and I both know there would no...I mean, why would a doctor...I keep light about it.

Q. How long as he been gone?

A. Five weeks. This is the fifth week.

Q. So he's not...he's not gonna be back [inaudible].



A. [inaudible]. That's why I just [inaudible] to Michelle, we'd like him to recover, get him out, do something, speak to Mary, I'll speak to Mary, because I felt there was some [inaudible]. [inaudible] to Julia, that's another...

Q. Julia.

A. Oh, God.

Q. Yeah, but talk to me more about the improvement of this model. What else would you like to improve or what was...and what was least helpful?

A. Well, I don't think...least helpful was I couldn't really speak about what we were doing. I think, too, maybe there were too many people.

Q. Oh, okay.

A. I mean, there wasn't enough time for everyone to probably contribute.

Q. Okay.

A. I mean, I don't know how that figured in in your planning, but I always feel...not that we could really have two, probably between four and six.

Q. Four and six, uh-huh.

A. And maybe, I mean, I don't know if you're gonna do this again, but at each meeting maybe two people, depending on the number of...of teachers, would really have to have planned and prepared...

Q. Okay.

A. ...to talk.

Q. Oh, okay. That's a good idea.

A. And bring in, excuse me...when they talk, talk about the program. Use the vocabulary of the program. Okay, like the structure...

Q. Yes.

A. ...the visual, you know. [inaudible].

Q. Or have them kind of take it on more and I kind of...

A. Yeah.

Q. ...like just be there to support?

A. Yeah, [inaudible]. Two people would listen, not to paraphrase, whatever.

Q. Yeah, okay.

A. That part of it.

Q. Okay, that's a good...that's good.



A. I mean, and even the DRA, I mean, at least I'm exposed to it. We have to always try to get something...nothing is ever complete.

Q. Yeah, but I don't want you...I'm not...I feel bad that you...you feel like you don't...well, you didn't learn very much.

A. I mean, I just wish...

Q. Yeah.

A. Well, I think that's something I'd have to sit down and...

Q. [inaudible], yeah.

A. ...go through...

Q. Yeah, yeah.

A. ...myself. If I ever would have to, you know, if we had to give that in place of some other instrument.

Q. Yeah, well, right now it's mandated. I think it's...it is mandated at the third-grade level.

A. Yes, it is.

Q. [inaudible], you know, for third grade, but not for you.

A. No. We're gonna give the observation survey [inaudible].

Q. Yeah, but that's...that's a very good idea, Connie, to really have two people, you know, two people sort of preparing and leading discussions [inaudible].

A. Yeah, I think when you have people doing that, there's more input and there's more thought behind it.

Q. Yeah.

A. [inaudible] samples of the work, if it was a program. Then at the end, have a little finale and show the growth. And I honestly felt I never had enough time to do justice for what you were asking.

Q. Yeah.

A. I felt I never have enough time for you. I say that very sincerely, and I say it regretfully.

Q. Yeah, yeah. Well, there's so much on your [inaudible] plate right now. I think that...

A. There's a lot.

Q. ...I mean, the principals, if they don't like this, it shouldn't be on tape. I mean, principals are dropping like flies. They really are. They...it's amazing.

A. It's a different kind of principalship than...

Q. Yeah, it's a...

A. ...even ten years ago.

Q. Yeah, it is. It's hard. It's...





A. [inaudible]...

Q. It's just the plates are overrun. And I'll share something with you when we...this doesn't need to be said when the tape's on, but I want to share it with you anyway. Okay.

A. That's why I'm very...I'm very dedicated.

Q. Oh, yeah, you don't have to tell me that.

A. [inaudible], and Anne is...

Q. She's wonderful.

A. ...is wonderful.

Q. She's wonderful.

A. ...to work with. She appreciates your efforts. I have to say that the [inaudible] part about working, about [inaudible] appreciate what you're doing, and I...I really have to say that.

Q. Yeah, she's wonderful. You're lucky to have her. You alluded to saying that...

A. She's very, you know, I'm very proud of the school [inaudible].

Q. Yeah, yeah. Well, everyone raves about...like I said before, I knew you...before I knew you, I had heard of you. So you were like, well, highly respected [inaudible] the time too.

A. [inaudible].

Q. She does, she does.

A. She came in that day...

Q. [inaudible] she told me. Oh, she told me all about it.

A. She went like this.

Q. She said [inaudible]. We were interviewing for reading recov...we interviewed about fifteen reading recovery teachers for next year, and she's sitting at the interview before the candidates come in, and she said, "Well, we had to walk through the [inaudible]." She's caught on to the interview [inaudible].

A. I'm loving that line. You know, today, more than ever before...

Q. Yeah, yeah.

A. ...they need an education.

Q. Yeah.

A. And I think having come from [inaudible] parents, my parents came from Italy. We have to get an educa...you have to speak English.

Q. Yeah. But if you're serious, I mean, it's obvious [inaudible]...

A. [inaudible]...



Q. You know, your colleagues know all the...I mean, you know, it's just like if...just to meet you and to see...you just know why you're here, and your kids know why you're here.

A. This is my...

Q. [inaudible]...

A. They're all...they know...[inaudible]...

Q. [inaudible]...

A. I'm very lucky to have [inaudible].

Q. You're here to do a job.

A. ...to go to college. When I graduated, there were girls who couldn't go to coll...I went to an all-girl school [inaudible].

Q. Yeah.

A. If I had to do it again or I had children, I'd never...

Q. Yeah.

A. ...[inaudible], but they had the nuns and that...it was a whole different, rigid framework.

Q. Yes.

A. You know? They couldn't go to college. They had to go to work and give their parents the money.

Q. Yes.

A. My parents weren't like that. That's the best legacy that my mother gave me and my father. He's dead twenty years now.

Q. Yeah.

A. They wanted us to go to school, or I wouldn't be here today.

Q. Well, that's me. That's two of us.

A. God knows.

Q. Yeah.

A. Where I would [inaudible].

Q. I wasn't asked. I mean, I was told. I was not asked.

A. [inaudible] call me up.

Q. Oh, please.

A. Where's your homework?



- Q. That's right. And I wish we could go back to that.
- A. My mother was like...
- Q. Go back to that time [inaudible].
- A. Well, I think it may have been abuse in a respect, because she was so...
- Q. Oh, yeah. But that's the way...
- A. Wham.
- Q. But still, we've turned out okay. We turned out okay.
- A. So that's why I...
- Q. Yeah.
- A. I just feel lucky that I got this far in life.
- Q. Yeah, well, you know, education's the bottom line, you know?
- A. Absolutely.
- Q. You alluded to this, so this is my last question.
- A. Okay.
- Q. If there were a part two, if there were a part two to this group, to this project, what would you like it to involve, and you mentioned the two people...
- A. Yes, more...
- Q. ...[inaudible] interaction. Would you have it at the same location, 'cause [inaudible]...
- A. I think the same location.
- Q. The same location.
- A. A central location.
- Q. Central location.
- A. You had it had Latin Academy [inaudible] time.
- Q. Yeah, so that would be one, central location...
- A. Yeah.
- Q. ...more....more exchange.
- A. Because I think you have to realize where people are coming from. When I say you, I mean that as a plural.
- Q. Yeah.





A. You know, you worked all day, we're coming from a hundred and one directions, I think you need...and I think I would have liked a cup of coffee, a cup of tea.

Q. All right.

A. Okay? And I like to start on time, and I like to end on time. I have never been a person at the end of the day to start with the kids. We get ready and we're ready to go and they call the buses and there are walkers. I...I think that's very important. That's turns people off.

Q. Well, I agree with you.

A. I think.

Q. Yeah, I agree with you.

A. You know? Really. And it wasn't fair to you.

Q. Yeah, it drove me crazy when people kind of wandered in and just...you were there and couple of other people...

A. [inaudible]...

Q. ...and I wanted to get started and, you know...

A. On that day at Old Colony, I was there. I didn't know where you were.

Q. Yeah.

A. I finally went in.

Q. Yeah, yeah, yeah.

A. I went to the bathroom, I went back to my car.

Q. Yeah.

A. I said, "Who are these people," because I came right...I mean, I was so close.

Q. And then the situation with Judy was...it wasn't her fault, you know what I mean?

A. Oh, Judy.

Q. So like that was hard, you know...

A. You know, that girl...

Q. ...so starting without her and...

A. The day...

Q. ...[inaudible], you know.

A. The day she got there early, she made the effort to come to that. I really thought that wa...you know, she has a...she has a problem [inaudible].

Q. Yes, she has a...yes, she does. It's amazing. My hat goes off to her.



- A. Really.
- Q. I mean, it really is just a problem.
- A. She knew everything about the DRA.
- Q. Well, she had...
- A. I'm so glad I was paired with her.
- Q. But she's a literacy profe...
- A. Yeah, yes.
- Q. A literacy specialist has to know that.
- A. So I said to her, "Judy, you talk. I'm gonna listen." 'Cause I...I mean...
- Q. Yeah, yeah.
- A. Really. You have to respect your colleagues.
- Q. Yeah. Did you like the idea of someone knowing a lot about something that would...

[Tape side A ends. Tape side B begins.]

- Q. Yeah, yeah.
- A. I mean, it did say inquiry.
- Q. Yeah, yeah.
- A. [inaudible] inquiry.
- Q. Yeah, and the guided reading, I [inaudible] to your guided reading books. Did you like that text, the text I got for you?
- A. Yeah, but even then I thought, "Oh, yeah," and that's where I got that. Now next year, I am gonna have a caption, "The Writer's Workshop Guidelines," and we're gonna start right away.
- Q. Oh, okay.
- A. See that up there?
- Q. Yeah.
- A. I have all those letters. That's what I did with [inaudible].
- Q. You were saying about the book, you said even with that, something [inaudible].
- A. There's a lot of nice things in the back I kind...
- Q. In the back. Oh, yeah, yeah.
- A. The icons.



- Q. Icons and stuff.
- A. The icons [inaudible].
- Q. Yeah. [inaudible].
- A. Ooh, this book is great.
- Q. [inaudible] stuff in the back.
- A. You see, no one had said that. I [inaudible] that on my own.
- Q. Oh, yeah, yeah.
- A. You know what I mean? It's...it's...
- Q. But it's like you said, there's so little time. I was...I just feel like I was...just couldn't give you enough because I was...only saw you six times.
- A. Yeah, I mean, how long could you...
- Q. A lot of times I would talk...
- A. You couldn't keep us 'til 8 o'clock at night.
- Q. ...and people might not...might not know what I was talking about and I [inaudible] coming into your classroom, I could show you, but I didn't have that in my schedule. I couldn't do that. There were things I'd like to have been different too, but it's just...there's never enough time anyway.
- A. Yeah.
- Q. [inaudible]. Anything you want to say that I haven't touched upon, any...anything you want to say?
- A. I thought about when we met, about...you talked about professional development.
- Q. Yes.
- A. I think professional development becomes professional development when you really embrace the curriculum.
- Q. Okay. Say more about that, Connie.
- A. Well, I don't know if I can say more about it, but any of these professional development PDPs[?] and all this stuff that we never had before. We always took courses, which I think we were doing professional development.
- Q. Yeah, we were, yeah.
- A. But it wasn't with that caption. Teachers have...teachers have always, especially in Boston, there's so much...I mean, there's so much offered to us if you want to like get a science skill. There's always enough. Not as much as [inaudible], but nonetheless, you can still select. So when you asked that question, 'cause everything is the curriculum, that's how I feel about...
- Q. So when you say embrace the curriculum, you mean...when you say...
- A. Not professional development...[inaudible] professional development...but it's gotta be tied to with what





you're doing in the classroom.

Q. Yes, that's what I mean, yeah. Okay.

A. I don't know what to tell you. That's a tough question. It's like how do you draw the line. Like you go, like a...a week from tomorrow, we're going to our last meeting [inaudible].

Q. Yeah.

A. For the year [inaudible].

Q. Yeah.

A. That to me is professional development. When you take that back to the classroom, you make it real. You do it. Then you're [inaudible] you're developing, not only professionally, but you're developing yourself and the kids, and that's the curriculum. It is tied into the curriculum. You have to develop, develop and involve movement, action, okay? Sharing. But I don't know if that answers your question.

Q. I think it's excellent, well put. I'm glad that I'm capturing that on tape, 'cause I'm gonna use that. [inaudible]...

A. I...I don't know. It's like going...like my brother that's [inaudible] teacher, he just went to a convention. He always comes back so stimulated.

Q. Well, are you saying [inaudible]...

A. So he comes back and he says, "There's so many new things now."

Q. Yeah. Are you saying that you have to take it back and use it and apply it before it's really professional development, or it's...[inaudible]...

A. [inaudible] professional development.

Q. Okay. So...

A. You're with professionals.

Q. Just learning...

A. When they present something to you...

Q. Okay.

A. ...that's particular...about particular interests.

Q. What if it isn't? Is that professional development?

A. [inaudible]...

Q. [inaudible]?

A. The thing is to be able to take some of it. You can't take it...when I go to these meetings, the Mondo[?] meetings, [inaudible] meetings...

Q. Yeah.



A. ...whatever you want to call it, I can't do everything he says. Some things I don't really like. For example, when he was talking about management, he used a few things that I would never use.

Q. Yeah, I know you had mentioned something about [inaudible] or something like that. [inaudible]?

A. Yeah, and then he had pictures of kids, and one kid had like a chain on his lips. It was awful. It was violent. I was even surprised he showed it. Maybe he did it out of fun, I don't know, but I really didn't appreciate it. So when he did the open and close, that was the most effective. He taught two words, open and close. He didn't infringe on anyone. Okay? I [inaudible]... I don't even like using a smiley face, you know, and a sad face, you know, that thing. I always use a smile, that's it.

Q. Yeah.

A. I can't take everything that he does. I can't give you any offhand...

Q. No, but I like what you're saying.

A. It's like they're over[inaudible].

Q. I think what you...I think I understand exactly what you...here they come.

A. Would you hand me that pocketbook please?

Q. Yeah.

A. And Randall[?], you bring me the beige one?

Q. No, I think it's...I think I understand what you're saying.

A. Thank you.

Q. Yeah. Like you said, you always have professional development.

A. Thank you.

Q. But I think you're...you're talking about being able to take it and apply it, some part of it.

A. Well, that's it. I mean, what do you do with it?

Q. Yeah.

A. Did you ever go to a cooking school?

Q. [inaudible].

A. And you take some of the skills that...

Q. Yeah.

A. ...they teach you.

Q. Yeah.

A. You're paying for it. It would behoove you...

Q. [inaudible]...



- A. ...not to broaden yourself.
- Q. But do the PVPs[?] make sense to you? Do they...
- A. Oh, yeah, but I think...
- Q. A lot of people are taking them and they're not using them in their classroom.
- A. [inaudible]...
- Q. They're just sort of [inaudible] take them. What about that?
- A. That's why I think the teachers should have freedom of choice, as what interests them, when it's applicable to the curriculum at their level.
- Q. Okay. So it should be a combination.
- A. And if they want the principal to say, "Okay, that's a good one," because the principal knows the curriculum.
- Q. See, that's the catch.
- A. The principal has to know what's going on. "That would really help you, Connie."
- Q. Okay.
- A. I don't know. It'd have to be a joint effort.
- Q. It has to be a combination.
- A. But it has to be...it can't be dictatorial. "You MUST take this."
- Q. Okay.
- A. Okay? I don't think...
- Q. Okay. Now I understand what you're saying.
- A. I could...I don't [inaudible].
- Q. No, I understand what you're saying. No, you are.
- A. It's...it's very hard to really...
- Q. So...so to you, PVPs[?] should revolve around not just curriculum, but also the interest. Like anything...
- A. [inaudible] both.
- Q. ...if it interests you, for your growth. Okay.
- A. And [inaudible] in this curriculum, [inaudible] this time next year, I'll know more about this program. I still don't feel I know everything.
- Q. Yeah.





A. Okay?

Q. Okay.

A. Well, you don't.

Q. But...but at the same time, you're saying taking a cooking course...

A. I know a lot about running records now that I didn't know before you.

Q. Right, right.

A. Okay?

Q. But at the same time, you're saying a cooking course, which might not be applicable so much to what you're doing here, but that's still to you professional development, right?

A. Oh, I'm not...no.

Q. No.

A. I took a cooking...I [inaudible] cooking school. I used that as an analogy or a metaphor.

Q. Go ahead [inaudible]...

A. Good morning.

Q. [inaudible], yeah.

A. Dear God, looks who's here.

Q. I don't believe it. Oh, my God.

CHILD. I got a new bookbag.

A. You got a new [inaudible].

[Tape side B ends.]



UG 63 / Undergrad G-178 / Undergrad = 1 / Sent  
\* Liberal Arts Mary  
Social Work  
+ 1 yr -

MAJ: I'm here with Shirley McCleary. Now, Shirley could you tell me uh, the number of years you've been teaching and where you went to grad and undergraduate and what years you graduated in and so forth.

SM: I've been teaching well over 20 years. I went to undergraduate school at Goddard College in Vermont. And I went to graduate school, um, I went to what's now called Cambridge College, but at that time it was under Antioch and my degree is from Antioch. They had a pilot program in the Cambridge area.

MAJ: A Masters in education is that what your degree is?

SM: Yes.

MAJ: What is your degree from the Vermont college, Goddard College?

SM: Um, Goddard College. It was, I believe, Liberal Arts.

MAJ: Oh OK. So you had an elementary at minor, or how did you do that? You just, you had a Liberal Arts degree, you taught with that degree, you had courses that you could teach with that?

SM: Yes.

MAJ: How did you end up in Vermont?

SM: When I was growing up, in Columbia Point, one of the social workers, um, we became very close, with our family, a wonderful person, did a lot of work in the community. Steve Roth, I don't know if you've ever heard of him.

MAJ: No.

SM: Um, but he went to school at Goddard College. And when I went to high school, I became part of the um, Tufts University college pre-college enrichment program. And, um, was able, it was a big deal for me, because I had a very low esteem, but I was able to get into a lot of colleges and in the end I choose to go to the one that Steve went to, he was a mentor, uh, this was a guy who went through the Holocaust lost his whole family, um, and he has quite a dynamic story and I just happen to be flipping the TV one day and he was on that, what do they call it, I forget the name of the story and name of the program, but he was looking for the soldier who helped his family, helped him out during that time. And they had a whole re-enactment of what had happened to him.

MAJ: Oh wow. OK, so that's how he selected your scholarship?

7020  
90 AFAM, 90 Liberal Arts  
90 Educ, 90 Social Work  
90 Jane, 90 rr, 90 Prim  
90 QW



SM: No actually, I took out loans. My parents took out loans. I had national defense loans and some NAACP money and things like that.

MAJ: Oh OK. Mmhmm. Now what year did you graduate? What year was your undergrad. You started college, what year was that?

SM: I believe it was, (laughing) '63.

MAJ: '63. That was Goddard.

SM: That was undergrad.. And Masters in '78.

MAJ: OK. And can you describe your education at Goddard in terms of courses, education courses. Courses you remember that were helpful. Theorists you might have studied. What stands out, you know, in terms of teaching, education, how was the instruction was delivered, can you think that far back and how intensive your education was at Goddard?

SM: Um, I don't feel that I'm it was set up as specific as it is now in terms of required courses. You each had a counselor. You said what areas you wanted to concentrate in and um, it was um, a collaborative effort with the counselor, student and the school the courses that we had to take. I'm sure that they probably had it, but at this point, I don't ever remembering seeing something, these courses are required. You could do things like independent studies. We could do semesters away at school. I did a semester in Boston. A year in Boston, where I taught at a school, that was right on Highland Street. And I taught at a school in rural Vermont. And then I also taught at the Quockhouse at....

MAJ: ...was this after you got your degree?

SM: No, this was during my education. During my years at Goddard.

MAJ: Oh, you did internships or something.

SM: That's right. Internships, this is one of the things about Goddard, like Northeastern, where you could do internships in other schools...

MAJ: ...and you taught, you were teaching?

SM: Yes.

MAJ: You went even though you degree was Liberal Art, did they give degrees in education? I don't remember...

SM: ...given a degree in education.





MAJ: Oh, so Liberal Arts, be you were teaching undergrad, I mean you were doing like student, but....

SM: They called it an internship. So at that time, the concentration was education, but I believe my degree, um, said Liberal Arts, yeah, Liberal Arts. So I had a lot of practical experience in terms of looking at schools, you know, as a student teacher. Um, coursework wise I did a lot of independent, um, um, classes, independent studies...

MAJ: ...what did you do, can you give me an example of an independent study you did?

SM: Well even though you'd do independent study, you were with a professor and maybe two other students. And you would choose your area of interest and you would meet weekly or daily

MAJ: And that was worth 3 credits?

SM: Mmhmm.

MAJ: Can you think of one you did? An independent study you did?

SM: I remember, this particular instructor who suggested to me that I do something on, I don't know, um, religion. They will remember the course title, but I got a chance to explore some of the questions I had. Um, did a lot of readings with that. The educational class that I remember most and the instructor was Erstine Cannis and we met in small in smaller groups. Actually, most of the classes there were no more than 15 or 20 in the classes.

MAJ: What was the name of her course?

SM: This was an educational course.

MAJ: An educational course, OK. Was it method or

SM: You're talking a long time ago. (Laughter)

MAJ: Yeah, yeah. It was education, that's what you remember. So, in terms in the way the instruction was delivered, you saying small group within a small group, or are you talking about just well compared to....

SM: ...compared to today, those classes were small, but that was characteristic of Goddard College that the classes were small.

MAJ: You mean a lecture...



PSYC Support

SM: It was interactive.

MAJ: It was interactive, OK. You said you had a lot of prep experience teaching. How different was your graduate education from Goddard, what you got at Goddard? Can you describe, can you tell me.

SM: In someways it was the same kind of setup where it was more interactive. Um, I have taken classes at Lesley, at Boston State, um, at U Mass and they have been education courses, so that they have been in larger classroom settings.

MAJ: Mmhmm, mmhmm.

SM: But I tend to, and I do very very well, never got less than an "A" on those classes, in a more traditional setup. And I guess it became important to me to do that because both my undergraduate and graduate schools were a little bit non traditional, so I wanted to make sure that I could function in that environment too. But, um, going back to your questions, the classes at Anteark were also smaller, I think, than big lecture halls. The teacher at the front of the room. So they were smaller than that, they were also interactive. And the wonderful thing about Anteark, was that everyone in the class, um, were professionals, already working in their own field. We were all adults, we were all old people in school. (Laughter). So, um, we got the benefit of the textbook knowledge and we would discuss things in that manner, but we also got first hand experience of not only the instructor but those other people working in their field.

MAJ: Were they all teachers or different professions?

SM: My area of concentration was human social services, even though I took educational courses, as well. At that time, I also um, had well after that was licensed as a social worker.

MAJ: Oh, OK, but your Masters is in...

SM: The Masters was in education.

MAJ: Right.

SM: So the education courses but also human social services, I guess that was the second one.

MAJ: Do you remember any theories you had, that in undergrad or grad, therorits particular to the people you studied, the writing, do you remember any that come to mind? I know it was a long time ago.

SM: Well, it was a long time ago, but I know we talked about Bloom, Tech, Dewey and all,



that from Goddard as well.

MAJ: Dewey, OK.

SM: But also certainly, and I guess I'm mixing in some of the classes too at Lesley and other places, but I had a chance in some of more classes to really look a little bit closer at, um, some of the whole language theorists like Goodman and...

MAJ: ...this is aft - this is after your graduate level work, courses since then or as a part of your graduate level work or this is since your graduate level?

SM: Maybe part of it.

MAJ: Part of it?

SM: Some before, some after....

MAJ: OK...

SM: ...some during...

MAJ: ...like Goodman?

SM: ...because at one point I did research the literature um, and did a big write up - I can't remember (laughter).

MAJ: You did at least Goodman.

SM: I did some comparing on those theories that were more meaning driven vs. those than more uh, uh, sound or coding.

MAJ: OK, as a part of your course work, you did that?

SM: Yeah.

MAJ: OK, alright.

SM: And also one of the things that I remember, at the time to, there was a big controversy about indirect teaching vs. direct teaching. And at one point there were a lot of people, you know, including, I think, a lot more of the whole language people, that really strongly supported indirect teaching things that are implied. And that to me sounded, you know OK, but I also struggled that something should be explicitly given and that kids were not all coming from the same background and that uh, every child would not be afforded the





MAJ: OK. Good. Now could you evaluate your preparedness to teach reading based on your graduate and undergrad, um, education?

SM: Just...

MAJ: Not the courses beyond, just your undergrad or your graduate education, the preparedness to teach reading.

SM: Well, I don't think that, now again, I started teaching, um, at think before I went to grad school. But coming right out of undergraduate school I don't think I was really prepared, you know, that I came out with just the plan of how I was going to do things and I rather received a lot of on the job, uh, we'd come into a situation and find out um, you know, what they will use and, you know, what books, what philosophy, what's needed and go from there; and make sure that my classroom instruction lined up with what the um, what the, they weren't called standards, but um, the curriculum at the school. I needed to know what the guidelines were and then and it seemed to me I had a lot of room to be myself and let my own style deliver the lesson in the way that I felt most engaged the kids. So, but I don't feel that school really prepared you to teach reading.

MAJ: I that undergrad or mainly grad?

SM: Either one. I think a lot more had to happen to you outside of that. Now I have a student teacher, I have had student teachers all along, and even my present student teacher says, "they don't really teach you how to teach reading." (Laughter)

MAJ: Even now, huh?

SM: They don't really teach you!

MAJ: We're both pushing 30 years here in the field, that's kind of a sad comment about reading.

SM: She says you learn a lot about theory and um, and you know, maybe philosophy, but they don't really teach you how to teach reading.

MAJ: Wow, that's something to think about. Um, what do you know now, that you didn't know as a novice teacher of reading? In other words, what have you learned about the teaching of reading since your graduate/undergraduate years? Because, as you say, back in the late mid '60s even earlier, if you think back that far, you know the first two years or so, be it your undergrad or your grad years, the things you knew about reading OK. Then '78 came you got your graduate degree - now what has happened since '78 that you know



things about reading that you didn't know then? What have you learned about the teaching of reading since then?

SM: OK, I'm not quite sure what order or amount, but I have a sense of where a child needs, should be, by the time they have left my classroom. And I have a sense of how to get a child there to that point, um, the content, what needs to go in there; so that, and I've been in the system long enough lots of things have changed. And the how tos have changed - what's in and what's out, the materials have changed. More emphasis has, in some years emphasis is placed on one thing rather than another. But the basics of where that child should be in order to uh, be a fluent reader by the time they leave first grade hasn't changed. And some of the particulars that need to go in there, I don't know if you'd call it, benchmarks, or some the things, the points that they need to get to, haven't changed you know. There can be more or less of somethings, you want there to be some phonics but there can be, it can be more or less, everybody is not going to equal, is not necessarily a phonetic learner, uh, there should be some exposure to that but, there should be some form of strategies given as to how they attack words, and so on and so forth. So any ways, um, so I have a sense of where the child needs to be, um how to get them there, how to make use of the materials that are given me, how to go about getting other materials that I need; whether they are given me in the schools or whether I get them on my own. I also have a sense of other things that need to be incorporated, so that it's a whole more of a holistic kind of work, um, in with the reading, than just the coding and um, gaining the meaning from the print or pictures, um, there are other things that go into it that involve the child, um, as a whole, knowledge of information, um, knowledge of self, reading to be able to function independently or feel positive that they can achieve um to be able to get a child to work to the best of their ability even when new material is given out. New things and to be able to teach them how to go about to attack something that is new, um, even right to setting up how to organize the paper on the desk, organize strategies, how to move from one thing to the next. There's a lot that's going on and as you teach reading, or a subject, a lot of those other things have to be put in there.

MAJ: So, um, and this is how you've changed your teaching of reading and you talk about a lot of different things. What has helped you make those changes - it could be a what, it could be a who - um, and I'm not talking about a specific name of a person, I'm talking about the role of a person. So when you think about all the changes in the way you approach teaching the way you do it now, what helped you or who, in terms of role, not a specific person, helped you make those changes?

SM: Well certainly you long term goals make a difference. But most immediate is that, you know, what you're trying to get from the kids. But most immediate is um, your ongoing assessment of what's happening with the child, how they're taking in the information, how they're learning, what needs to happen to help me to be more effective so they can gain that information or utilize that information.





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MAJ: So your acceptance has helped you make the changes - is that what you are saying?

SM: Yeah. Ongoing.

MAJ: Your ongoing assessment?

SM: In a formal...

MAJ: Where did that come from you use of effectiveness?

SM: From watching the child. When I say that, if they're not, I just, you know, I feel it's irresponsible to just stand up and give out information.

MAJ: Now from the beginning or do you do that now, or from the beginning, you taught that way? I'm just trying to get....you always taught that way.

SM: I think, I always taught that way. I always tried...

MAJ: So, what's different about what you do now, if you always did it that way?

SM: I don't think I was always as effective. I don't think I was always um, my goals were not always the same. Um, for example, now I've learned a lot more in terms of, for example, the kinds of questions to get kids to move that next level.

MAJ: Where'd that come from - that change in your questioning?

SM: Like the more critical thinking. Long ago we talked about....the different levels, but um, the how to's were not always the same, so as I go along, I'm kind of eclectic in that sense, as I go along I try to take in, what works, what seems to be helpful, what will help me get to that point. I don't always, um, it's not always so clear, um, who's theory or what is being utilized or how much of it is being utilized, but what is working at this time, what I need to get to a certain point.

MAJ: OK, it's the way you question children, your language, and I was trying to get you to talk a little bit more about where you consider the source of those changes. What's the source of those changes?

SM: Years ago, long ago, you know, when I was working in day care, perhaps, um, there was more call it, um, task analysis, where there is a task breakdown, where is it that the child isn't understanding what you're saying - where is it that they're having trouble reading that; you know, so you really look closely at the child and see. First of all, you have to know that they're not getting it, and you have to realize that it's not just, um, that perhaps not just the child who's not getting it, but maybe there's something you could do different to get, so I always thought the child has the ability to get it, I always felt that way.



MAJ: OK.

SM: So, what am I not doing, or what could I do to make it better. So I always questions myself, what can I do to help. And this child isn't picking it up this way. So it's not a question of how can I make him fit into this hole, but maybe he's learning a little different, of seeing a little bit different, in seeing it and what can I do, to help him take in that information.

MAJ: And so as you think on that you could change in your teaching, that's where you're pulling from courses or from whatever you're reading or that's where, because you're always looking at how you might change your teaching, so the actual practices or strides that you might use to change your teaching, are coming from the various courses and things you've had or um, some...

SM: ...some of that and some directly from the child. Because some things work just fine. And then there are those kids that um, move right along, they're right with you, it's working just fine, but there are some others that are not getting it. So, that's where the initial, they're not getting it, so now what can I do to help them to get it.

MAJ: So, it could just be sought of intuitive on your part what you do, which is like you said task analysis, if he can't arrange his paper or whatever it might be. You know, to get himself organized to do whatever the task is and I need to show him a way of organizing his time or his desks or his papers. So, I guess, what I hear you saying, it's a combination of your own intuition from watching the child as well as, outside reading or courses or, is that what you're saying, some of it is your own sought of what you're seeing and just responding.

SM: Right, which comes directly from all the evaluating whether the child is getting it or not. Whether, you know, and then and because of that, if I see they're not getting it, it's not just because I've learned something, a different way to do it, then sometimes I might purposely set out to find out what I can do to fix this or to be more effective here. So then I might seek out specific kinds of information, um, not just because I believe in this particular philosophy or that this is the new way to learn, but I'm looking for something to help this particular kind of learner.

MAJ: OK, that's very good. Um, so your teaching has changed, you told me that; and um,....

SM: ...and also, um, because I'm constantly looking at the child and how, if they're getting it and how they're functioning, some of it is, some that also, you realize, external or environment things come into play. The child, for example, you know, um, a child may be asked to function in a world that isn't quite the same as it was several years ago. So what they did several years ago, doesn't quite work now, um, do you know what I mean - the same for me as a teacher. So there's that part and then there's also that fact their





environment changes how they are. It's not that they are just trying to fit into a new environment, but the environment that they are in has changed, so if a child is watching TV all the time, um, and is used to things flipping fast, being entertained, and that kind of a mind set that they're in, you know, then that's a clue. Perhaps, it's come from the environment, but you know, you've gotta work with that. If they are not getting sleep, if they are not getting food, if they are worried about, you know, so as you conclude, constantly look to the child to evaluate that they are getting and not getting, then you pick up on some of those issues. Not only, hopefully, do you tease out what you can do differently, or what you're doing, but you might also tease out some other sources as what the problem might be and then you have to do some things differently to try, ask for help from different directions.

MAJ: OK, that's good. I think you've answered the um, what I was getting to in this next question, some teachers can put their finger on when they changed - you can correct me if I'm wrong - I think what you're saying, is that you're always kind of follow the child, if you will, and kind of tweak your teaching and, you know, look for where the problems might lie in your own teaching or something the child might be going through. So it's not a question - maybe it is, I don't know - it's not a question of you changing your teaching at a specific point and time, but just over the years, since you've started, you've been that kind of teacher always developing and looking and seeing what's going well, it's been like that from the beginning. It's not like at a particular point and time you read whole language and said OK, I'm gonna do it definitely. Is that pretty much how you...

SM: ...yep.

MAJ: OK, you're saying, it's not a question of changing at a particular point in time, that's fine. Now, as you think about your work over the years, and this is kind of tied to what you were saying, is there a specific person that made it easy for you with these changes or was it mainly the kids coming up - the prompting of children - or are specific people or events that supported the kinds of changes you were making all along. Is there a person, goal - in terms of a goal, that stands out in your mind, that made change easy or, any particular goal, or any particular reading or particular or was it mainly all been the kids that made you change because something wasn't working?

SM: I think um, that basically one of the things that made me always continue to be in a state of evolving, is because I never felt that from the beginning um, perhaps, it's from more of real basic, um, a low self esteem myself, I never felt from the beginning that I always knew got all the answers, or I was just trained perfectly and now I was just going to impart this knowledge to the kids. Um, I always felt, for example, when I went to um, undergraduate school, I, one of the things was I, first of all my teachers told me that I wasn't gonna get to college, (laughter) so that was a big deal. I not only got into college, I got into a lot of colleges and when I got there, I found out there were some things that I had never had to write a real big research paper and so I can't of learned that as I went along. So I always



as change eyes  
felt that in my own education, that I kind of had to learn a lot of stuff, I always felt like I was making up things, and I was always learning. And also I felt that um, there were people all along the way, I think, who saw me as not, you know how people said, "oh I won't get into college," and blah, blah, I think I was very fortunate, because for as many of those people that I encountered there was always someone who believed in me. And who saw positive and so in the face of the negative, they were saying positive things. And there were people like that all along the way.

learned  
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MAJ: Since your graduate education, what, has there been a particular person, in terms a role, you know traditionally or whatever, without naming the person, but since your graduate education, only teaching, if you think about your teaching and this kind of people, positive people in your life, is there someone, talk about people in that area, in that time of your life, since graduate education that helped you become more effective as a teacher.

SM: OK. My mom, my family have always been very strong support and the church. That's always been a very important foundation. Also, um, you know, I continue to establish relationships with people, who were very positive role models. When I came to the Greer school, um, Mrs. Amos, and the assistant, they were just absolutely wonderful. Um, people that I consider sort of mentors and um you know, and respect highly. When I, and there are other people that I have met in the system, other teachers colleagues, that I have worked with that I can speak very highly of and terms of professionalism....

support  
colleague  
support  
"mentors"

MAJ: Who helped you become better at what you are doing? What characteristics, what traits would you use to describe?

SM: These are people who um, who I feel are professional skilled people. But most of all they are good caring people. They care about what they're doing and they're driven, um, based on trying to um, to fill a need or do a job to the best of their ability and to do it appropriately. And in terms of kids, they are focused on the kids. And they have a positive outlook and they are respectful of each human being and they believe in kids, they believe in people. They believe that kids can learn. And they are able to see that and it's not about self and what's convenient for them, but what um, you know, what the child needs and believing that the child can do that and setting about working to that end. And you're one of those people. (Laughter)

believe  
that  
mentors  
support  
facilitate  
learning

MAJ: Your colleagues around you, I would assume, that those are the teachers with whom you work the best? Teachers who you just describe. Are you describing the type of colleagues that work with best, the colleagues that you described, would you describe colleagues that you work with best like that too?

SM: Colleagues and people here at this school and other places, people that I um, have worked with in the past...

support  
school  
colleagues





MAJ: ...OK, they are pretty much like what you have described.

SM: Yeah, mmm yeah.

MAJ: mmhmm.

SM: And I have a, I think I can basically work with most people. There are different levels, as you know, so that um, and I think I can pretty much accept the level of environment or work, um professionalism from people - it's not always the same. So, um, there are those in that group with me, and then there are other people, you know, that have certain skills, they may not have other things, you know.

MAJ: OK, you can work with them too. OK. Um, what has not been helpful, who or what? Over the years changes you've made, what has not been helpful. Or who, a role, have not been helpful to you? Other than those negative people that you talked about. Is there anything else that comes to mind as you think about your teaching over the years, that has not been helpful for you?

SM: Um,....

MAJ: ...you've been at this a long time, so sought of think about it, what has not, you talk about those groups that danger and help you become better - what has not, really not been helpful - what or who?

SM: Do you mean people or even a system that is not supportive?

MAJ: You do not support...

SM: ...you're talking about um, helping, and I try to be careful not to lump everything together, but you're helping all children read in your classroom. And then you set up a system where you can't get, those kids can't get support, then that's a real problem. Right now, this whole SPED thing, it's a real problem, because the emphasis is on doing the grade, yet, um, SPED referrals, regardless it seems to be acting at the expense of the child. I'm opposed to it, I'm not very quick to run down with a referral. So when I do go, you know, it's a serious problem with a specific need, and I do think that they qualify. But when you're talking about, doing the way, or not doing something, just for numbers sake, you don't care whether the child is blind or whether they can walk or, you know, then I think that's not healthy, that's a problem. Um, so anything that looks at something in a more self serving way, um, when you're supposed to be doing something to help children or supportive or that's your goal or that's your function, and but the truth of it is, you have a whole other agenda, then I don't find that helpful.

*Handwritten notes on the right side of the page:*  
Challenge!  
SYS  
SPED  
ref  
Challenge  
hidden  
agenda

MAJ: OK, anything else that's not been helpful over the years for you?





SM: I think perhaps, in that same vein, you could find almost anything in that line, um, I don't, almost anything if you, and I try not to belabor it and stay in the negative (laughter) that's not productive. I mean not necessarily SPED, but anything that doesn't work to that.

MAJ: Can you give me another, cause that's a concrete example. Can you give me another concrete example of just as a teacher looking at your years of education, what has not been helpful for your growth? Just what has not been helpful for you as a teacher?

SM: OK, for example, at one point, and these are probably not the most important examples, but these pop into my mind. Um, when we went to an all citywide things for reading, you know, um, and not so much that the basal reader, but it was a coming together getting together trying to do something a little bit more uniform, so that, when the kids when they move from one thing, they would, you know, we can best help the kids. I think the underlying ideas were the same and they came up with 5 things, 5 publishers and how to choose and then they went around with anything else in your class throw it out, put it in the trash. There was no thought to me that was the wrong, because kids, first of all, there's the reader that you're working with in school, you can't send it home, it may not come back, but kids need to read everything. If they make it to when they make it to one level then they are doing a whole bunch of things on that level. That was the stupidest thing I ever heard, put the stuff in the trash. (Laughter) I mean, what, now I don't know, sometimes people add fuel, you know rumor to the thing, but it was like somebody is going to come around make sure the stuff was in the trash. And if they came, this is true if they came into your room, and you're reading something else, it was like spank your hand. Now, see, for me even I always try to work with them, whatever the guidelines are, so if we're supposed to be using HBJ, I would use that and I would work that program to the best of my ability and I would enhance it with other things, but I also felt that kids need to read a variety of things, and some of the older books that you no longer required to use, those things, I would send home. Not every child has access to reading materials or family who will take them to the library. But, sometimes just sticking a book in their hand doesn't work, and for my children, I felt, that it was important that I support them by kind of helping to get started on some of the books, uh, sharing with them stories that I like. You know, peak their interest and then send them home with a book. But if someone come to my door and I have that wrong book out, I'd get my hand spanked! (Laughter). That wasn't helpful. And neither did they have an idea of what, uh, kids need or what was helpful to the teacher, the classroom instruction, but it was just.

MAJ: So what you're saying Shirley is, um, you're looking for standards, I think you're saying you want standards or guidelines, but you want some flexibility within those standards and guidelines, I think that's what I hear you saying.

SM: Right. I'm saying that I'm willing, I don't have to argue with the rules, you know, there are people that always have to have their own way....



MAJ: ....you have to be your own self, you have to bring into this and the needs of Shirley's kids into the mix.

SM: Not everybody is the same, but all I'm saying, is that the people that make, if you're going to make a decision or something that affects children or teachers and you gotta make a certain rule, then you should know what you're talking about. You know, you shouldn't get the ice cream man in here making a decision, an educational decision. Often times, that's what happens. Even with the placement into the classroom, to train in a place by people who have no idea about instruction and the teacher who the kids are sitting before and who's working with the mother, they have absolutely no say so as to how to get the kids placed in the appropriate place, for services and instructions, you're like the last person to be considered, you're not even considered at all. Um, a parent can come in and say ? more leverage is given to the parents or anybody, you know, it could be a custodian, it could be anybody. I mean, there are parents, who could walk in and say things and be gone and you know, all they can trot themselves to whoever and say things and the parents never follow, do anything they are supposed to do to help the child. No info was being asked of the teacher, um, but just what that person has said.

MAJ: OK.

SM: And I'm not against parents, a lot of parents, you know, uh, have been, you know...

MAJ: ...but you were just giving me an example of how sometimes the teachers' voice isn't heard above someone who may have less knowledge or whatever.

SM: Right.

MAJ: This is kind of tricky, everything I've asked you, has been so tricky. If you were receiving an award, um, as Educator of the Year and the people presenting the award to you asked you to write your introduction to the audience of a few hundred people, you received the award, but they want you to write your introduction, that someone else is gonna read as you come out to receive your award,

SM: oooh.

MAJ: What would you say, brief, real brief, what would you say in that introduction? What would you want people to hear about you before you stepped out to receive your award?

SM: Laughing - go around and ask the people who picked me!

MAJ: I guess I'm just getting at, your values, your mission, your, I'm just getting at the big picture here. What would you want the people to know about you?





SM: Um, I believe that every child has the ability to learn, children don't all necessarily learn in the same manner. But we are obligated to try to get a sense of that child's, each child's learning style and try to meet that child's needs. I feel like I'm going on and on (laughing).

MAJ: Getting into your values, getting into your mission.

SM: All children can learn and that we um, try to receptively support each child to reach their full potential and even to have the confidence to try to reach beyond that. You know, we might think that they are at their full potential, but I feel that a child who feels confident in what they can do, can even reach beyond that. You know, we can sometimes limit kids ourselves. Um, I also think that, um, so I'd like to see that happen. I try to work with everybody - to support the child's education, parents, administrators, the whole community at large and not just what they can do for me as a teacher, how I might support what I'm doing, so that child functions better in the community so on and so forth. Uh, I think that, I think I'd like to see, I don't know if the same philosophy or now or something else, but I think I'd like to see, I don't know,...

MAJ: ...go ahead...

SM: ...I'd like to see teachers be able to um, to communicate and work together with both parents and administrators to be heard to make their voice heard and to show the importance to education for each child. It becomes an issue at election time and often times, what's being said is just so annoying. You know, people say what they think will get them elected - I think we ought to hold those teachers accountable - you know, but let's get together and work on the kinds of issues and things that really make a difference in education for our children. And it's not about pointing fingers and let our focus be the child not our political aspirations or our um, you know, our own self importance. But really support the child not only to become educated uh, reaching their potential, but to be able to function in the community. I think that we have, particularly in Boston, and urban cities, we have a wealth of resources here and if we were to cultivate that, appreciate that, um, nurture that, it's only going to be for the best of our city for our country, so it would be nice to begin to work on that rather than so much negative stuff.

MAJ: Yeah, I think what you're saying, that we really need, not critical such negative connotations, but I think you're talking about people who are political, um, hearing the teacher's side of things, I mean, because, they are in the real world. And then talking more about solutions and how to solve things, rather than, like you say, election time and pointing the finger. So it's really about empowerment of teachers, as well as; the fact that we aren't, maybe we do need to become more political, not to for self serving needs, but just so people would know really what we grapple with and with what we need help versus that of just pointing the finger. That's what I hear. When I'm done with this I have a book that um, as you spoke, I said she could have written a book, because there's a





book, ?Altman, you know ?Altman. I'll give you her book and that's exactly what she was saying, how we need to be more active issues that we know, so they can help us and not always, you know, more than what the public sees. OK. Um, what is your definition of reading? Brief - 25 words or less, what is your definition of reading?

SM: Communicating. Um, being able to understand, um, someone else's communication and being able to communicate back with that person. Or um, you know, through what you have written, or through what someone else has written.

MAJ: OK, anything else? When you say a child is reading, what are you saying? What is this child able to do?

SM: He's interacting. First of all, reading is interact, understanding, so you're not only getting ideas of what was put down on the paper, but you're in, but you're now interacting and you're drawing um, and you're interacting your own prior knowledge and experiences and so on and so forth. What goes into being able to do that kind of understanding and communication, would be all the other things that we do to help - the decoding, the comprehension and all those other things. But to me the ultimate goal is to be able to understand and to be able to communicate. Sometimes that's one way in that you're understanding what the person has written, but then you're also interacting with that with your own personal experiences, but, so that's not really one way. But the part is reading what somebody else has written and then you're writing also, putting it down, you're communicating back. And writing has a lot to do with reading. Being effective.

MAJ: Now did you always define it that way? Did you always define reading that way?

SM: I don't think so. (Laughter)

MAJ: How did you define it, before you defined it, just the way you did? What was reading a long time ago for you?

SM: Perhaps, understanding the print. What was written down.

MAJ: The print. What changed, was it Goodman, reading Goodman. What kind of like shifted you?

SM: Probably a little bit of everything. Um, I still that you have to decode it, because if you can't decode it. But, yeah, it's everything.

MAJ: OK. Can you talk a little bit about your classroom and the way you assess the kids?

SM: Right now, of course, there's always informal assessment going on. All the time.



MAJ: When you say informal, you mean what now?

SM:

MAJ: OK, it's not really documented. When you say informal, you mean, well you have your conflicts. But, it's informal versus what?

SM: Versus standardized testing.

MAJ: All right.

SM: And part of that is um, the informal, you like the class paper, their feedback. But they are given both written and verbal, with parents and so on and so forth. Um, but so that's part of it. Also, instead of criteria reference, something that's been already done up. We used to have some of those, but we started doing some of our own kinds of things, now maybe, classwork papers or whatever, being getting the same kinds of definition; you know, what sounds good, you know, what works.

MAJ: Is this something you may pursue...

SM: ...what we do as a part of their classwork. But more formalized, we've done the observational survey which um, which gives some information, certainly about print and their understanding of books, and so on and so forth, as well as; letters and sounds, but it doesn't go, it doesn't give enough for first grade. And, um quickly after, you know, after a month's instruction with doing both kinds of things in class, we go beyond that anyways. Um, so....

MAJ: Do you use the observation initially or how?

SM: Initially.

MAJ: Initially, so now beyond that.

SM: I give also, I went back to an old um readiness test which, I was able to get specific information about the towns, which one they had trouble with, the readiness words, which ones they knew, which ones they didn't know. I wish I had, they could be given to a group. And it was something, I want something that is, that could be given to a group, because it's really hard for the classroom teacher to do this individually. Um, Sally helped with the observation survey test, so that's how every single child got to have it.

MAJ: That's the full survey?



SM: No just a partial, she, the sound, the writing, the vocabulary but she didn't do the print.  
The concepts part.

MAJ: OK, uhuh. OK, so all of your kids got some aspects of the survey.

SM: Right. But concepts about print, even though I haven't, we didn't formally do it on the observational survey, I'd been teaching and informally going around and seeing who still doesn't get that, who doesn't have the direction kind of thing. Who doesn't know the front to the back of the book. You know, those kinds of things. The DRA I haven't done that yet, but I will be doing that and the running record. And so, um, glad that I have, that I know about those and that I will be using those in the class. But still, that's an individual test. Finding the time and being able to do all the kids. And I think pretty soon, if not already, it's required that you do every single child, but no time. This is again, that's the down side, no time is provided for that. So, that's not helpful, if you don't give the person the time to do it. Um, so I would, you know, like to see, oh I'm also using the Scott Foresman, where that's the math series we had were told that we have to use for this system. And we are doing the chapter tests...

MAJ: ...this is the math?

SM: Mmhm. And we did an informal...TAPE ENDED.





Mary - 4/1/2000

SM

February 2000

\*MAJ: I am talking with SM and the first question is: What are you thinking about reading instruction as a result of your involvement in this study group. This is sort of a now and a then scenario. What are you thinking on that practice. What are you thinking now, compared to what you might have been thinking before with regards to reading instruction?

SM: Um, a lot since starting this group. I have also had the training for Elic and we have worked quite a bit with the DRA and included in that touched on things such as guided reading, record of oral language, reading strategies and analyzing what the student is doing, so I am thrilled about all that I am learning. I feel it is all important and all relevant. It also, and I guess my pause is that I don't want to be redundant, some of the things I wrote about in the reflection, but um, I feel that it is really helping me..

\*MAJ: Hm, mm.

SM: It is really helping me to become more objective. I guess I have growing pains in that um, I am as I learn more sometimes the more questions you ask or I ask, the more questions I want to ask, so there is just a whole lot more to be gotten at. I really want to be more efficient with the DRA, not just giving it but analyzing it. I feel that I can look at it and I know a little bit more and am more confident than just getting scores.

\*MAJ: Stop right there. I want to try and narrow what you are saying in your statements to your thinking about reading so, lets stop, I don't want to hear about practice, I don't want you to tell me about practice yet, your thinking about reading, just the process of reading. When you think about reading instruction not process the more the thinking about reading. Are you saying that it is hard to do that, to think about practice without talking about what you do? I am trying to get to your thinking and I do want to hear about what you are doing, but I am trying to, how can I rephrase this. As you call your instruction these days, what are you thinking about now that before being involved in this project, you weren't thinking about, the thinking part I guess?

SM: The how I go about it is different.

\*MAJ: Ok, go ahead

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SM: Um, I guess..

\*MAJ: Go ahead, OK, go ahead..

SM: Um, how I go about it is different and you know my motives, even though I have the same goals that the children learn to read, the how to's are changing.

\*MAJ: Ok.

SM: And um they are being changed by what I am learning.

\*MAJ: Ok.



SM: For example, prior to this year and last year, um there was a real push to have us move from small groups, reading groups, to the whole class instruction and now the shift is back the other way. I had trouble moving from small groups in the first place to the whole class, but um, when we are asked, when I am asked to do something in my job and I have to enforce it or do it, then I try to look for what's relevant and work the piece that isn't so offensive to me or directly against what I believe in and so in that since, as I was being forced to do more whole group instruction for reading, um, I think I kind of moved toward the shared reading.

\*MAJ: Hm, mm.

SM: By doing that kind of stuff, so I could find an entry level for everybody in terms of the comprehension or the content of what we were working on, but what was lacking was really reaching the kids on their levels.

\*MAJ: Hm, mm.

SM: You know I would make adjustments or allowances, but what is different now with the guided reading is that you can work more specifically with the kids on their level and plan for them, move them along, and you have more of a handle on the individual kids, so that is different and that is the reason why it is different.

\*MAJ: Ok, can you talk about your thinking about your focal students, can you talk about what you are thinking about them these days as learners, what are you seeing, um, as literacy learners, what is your thinking about those two children

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SM: Um, at this moment it is really hard to, part of what I am thinking about them involves me and that I am feeling um, you know do I think I am a good teacher, bla, bla, bla, bla..

\*MAJ: Hm, mm.

SM: I am feeling so inadequate as I try to put all these pieces into place here, because I am still moving something else which is antiquated or that doesn't quite fit, including the 25 kids and a few real behavior problems and doing the guided reading and how to go about it.

\*MAJ: Hm, mm.

SM: But, so I am feeling that um, I am feeling impatient with the progress on one hand, because I think it would be better if I could more consistently meet in small groups, the guided reading groups.

\*MAJ: Hm, mm.

SM: I know that we were not asked to do guided reading groups officially until now, to begin to try and implement them or work them in, but I was kind of trying to do that all along, but I am not pleased that it is not right there and I know that this is unrealistic that it is all perfect but.



\*MAJ: Yea, uh, huh.

SM: So I am impatient about that.

\*MAJ: Yes.

SM: Um, but I do feel that um, those kids, those two kids for example that I sort of chose for reasons, they were not exactly the better kids, but there were some difficulties, it was very vague or whatever, I have more of a sense of those kids, those two kids, particularly my Nicholas. He is seemingly quiet and shy, but with the right record and the small group reading I think that um, there is more hands on with him, that he doesn't fade in to the classroom. I am seeing, I think, a little bit more in terms of his reading behaviors, which tells me a little bit more about him, also it is a little bit clearer with the glasses, he has bifocals.

\*MAJ: Does he?

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SM: That is quite an adjustment, but it also tells me that the problem, I stated early on that he does better when he points and I was worried the last meeting, the finger needed that we talked about needed to come out for fluency, but I am seeing that he really still has to do that even though I notice things more to move him toward fluency, but I am also conscious of when he needs to do that to really focus in on the word, to see it that it is a visual thing for him.

\*MAJ: Hm, mm.

SM: And I think that is Ok, I mean even I think of myself as a reader sometimes I do slow down and put my finger in when needed once in a while and I think even skilled readers do that when needed to once in a while, so I think you know that I don't think this is an issue or a big problem at all.

\*MAJ: Yea, hm, mm. But not all, you know, because he is reading quite, fairly high, he is not really low in school.

SM: No, he tested, I did a DRA on him and he tested out on a 10.

\*MAJ: Oh, he is a 10.

SM: Yea, um.

\*MAJ: Ok, so he is reading on a 10.

SM: Yea, he is on a level 10 and Jared is on 12.

\*MAJ: Ok. Do you know the stories off hand?

SM: For the DRA?

\*MAJ: Yea, I think that is average almost. I think 10, yea I don't know.





SM: Yea, I think that he will be up to..

\*MAJ: 14 is the end of the year, isn't it. Isn't that the benchmark 14?

SM: We are having some discrepancy about that. It used to be the wagon last year. I thought they said that this year was going to be the wagon and next year the pot of gold which is 16. But now somebody is saying well I don't know.

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\*MAJ: No, I thought it was jumping next year. I thought they were going to up the ante next year.

SM: That is what they originally said. The person this morning was saying something else, but she was also saying that they said because of the Stanford 9, they were going to put it back down and that it was put too high.

\*MAJ: Oh, really.

SM: So it will be the wagon next year anyway.

\*MAJ: So the wagon is what 12, what's the wagon?

SM: 14.

\*MAJ: A wagon is a 14. Alright so he is on a 10 and where is the other child?

SM: 12.

\*MAJ: So that is good for this time of the year, I would say it is average, wouldn't you say?

SM: I would say so.

\*MAJ: When 14 is where you are going?

SM: Hm, mm.

\*MAJ: How are you feeling about that about reading at these levels?

SM: I think they have made good progress, I think. You see when I criticize myself, um.

\*MAJ: Yea..

SM: I think I am harder on myself and I think I would be very upset if somebody else you know said that, but I can start right out with what I see are my problem areas because I feel that this helps me to work on those, those are the things I want to focus in on.

\*MAJ: Hm, mm.



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SM: So, I am not pleased with my progress now because it is not all perfect and bla, bla, bla., but I think if I were more skilled at this now I would have been able to move them in the group. I think I did a lot of floundering with what level to start with and where they were at and because we were trying guided reading and that was not bad, it was good.

\*MAJ: Yea.

SM: But I chose the easier one so that we could work up, I didn't want this to be a real negative you know too hard for them.

\*MAJ: Ok.

SM: And so they all love it, they all love the guided reading groups they think it is very exciting.

\*MAJ: I am sure they do.

SM: And also for me to that it seemed that if we could only pick a few points to work on, then the book couldn't be too hard.

\*MAJ: That's right.

SM: And for them to be able to achieve some kind of success at reading it independently and then going back to read it independently, um, but I think that what makes it longer to go from one level to the next is that I'm not consistently doing every group every day.

\*MAJ: Ok.

SM: And I had a real, um, guilt thing about that and the Alec person and other people said you are not supposed to be able to get to each group, bla, bla, bla.

\*MAJ: So that is a feeling you have personally, that you should get to every kid, every day.

SM: Yea, but it is not feasible. It is not feasible. I think like the kids at 14 or 18, I don't know that they need to see, but they do every day. A couple of kids are 18.

\*MAJ: And some of these kids could have gone on. I don't know that they need to see you every day.

SM: And I am not seeing them every day.

\*MAJ: Oh, Ok.

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SM: But some of them of late, some of the things it is even like that 18 group I haven't seen them in 2 or 3 days. I don't like that.



\*MAJ: Yea, I can understand that, right, but I think they know enough about literacy to almost teach themselves and that is why you don't need to see them every day.

SM: Hm, mm. The other side of that though, is that I am also doing that other reading program, simultaneously, so while I am not seeing those kids in the guided reading group, I am doing that piece the way we did it last year.

\*MAJ: Hm, mm.

SM: So that I am teaching the same strategies, the same kinds of things that I am learning to do a guided reading or that being reinforced for me, reaffirmed and things like that, I am still doing that with the larger group.

\*MAJ: Ok, hm, mm.

SM: And with the other materials, so they may not see me in this group doing that, but I am saying the same things over there in the larger group, however, I do feel that it would bear more weight this close with those kids. I feel that I have a lot of kids who are very unfocused or have attention problems so I feel that it is less effective in the larger group then in the smaller group.

\*MAJ: Yes, absolutely, right. Because they have more needs and more specific needs probably.

SM: So those kids that I don't see, they are not ever teaching themselves so to speak, they are doing a whole lot of things and that is what is making it so draining, because I am really running twofolds programs.

\*MAJ: Oh, yea, you are. I thought you said you didn't see them every day, but at some point they were as peers doing something, while you maybe were giving your time to those kids who are your 3's or whatever, the lower scored, that is what I thought you meant.

SM: Yea, ok.

\*MAJ: So you are not ever on your own, I see.

SM: I am trying to do this to do a little bit with the centers, but it is really limited it is not a consistent daily thing.

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\*MAJ: Yea, but you are shifting too, you can't as you said, you can't use the 25 kids, some of this is limited to growing pains and I don't know what you can do. You have to be more patient with yourself, I think within these last two years I think you have taken on a lot in terms of shifting how you practice and I think you have to be more patient with yourself.

SM: Yea, and I worry that I am trying to do too many things and therefore I am not doing anything right.

\*MAJ: Yea, well I agree with that. That can happen. That is why I am saying be more patient and work on a couple of things, but it is good and I am glad that





you have a better sense of what Nicholas and the other child needs.

SM: Should I not say names, can I say first names on the tape?

\*MAJ: Yea, when I do the transcript I am going to take it out and put in an initial there, but can you talk a little bit about Jared and how you are seeing him as a learner these days?

SM: I am seeing him as a stronger reader than Nicholas.

\*MAJ: Oh, uh, huh.

SM: But again, Jared also has a really major problem with his eyes. This was just diagnosed last year. They said that even what we think we look like to him, he is not seeing that. When they put the glasses on for a few a space of time there, you would hand him something and he was doing this. It was such an extreme.

\*MAJ: Oh,...

SM: But it is like a miracle that he is printing and writing his name.

\*MAJ: Does he have bifocals too?

SM: He doesn't have bifocals, but um, he doesn't have bifocals he has regular glasses, but um, maybe because I know the parents the extent of the eye problem is very serious and they are hoping that if he were to wear the glasses all the time, that some of it would begin to correct itself and indeed this year, they said that some of it is starting to get better, but it is still very serious.

\*MAJ: Hm, mm.

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SM: I can see that for example on the test that Jared breezed through one part and by the end he was making mistakes on words he already knew. He still understood comprehension wise, but my feeling is that his eyes got tired.

\*MAJ: Oh, ...

SM: He had to focus for a very long time.

\*MAJ: Oh, yea.

SM: I think that is also happening with Nicholas.

\*MAJ: Uh, huh.

SM: And of course the new glasses, the bifocals, he is doing this around so they are concentrating extra hard to see um, and mistakes that um, there is another child who pops into mind, a couple of others, the mistakes that they make, if you stop them and just if you just point or have them point or say read that again, they pick it up.

\*MAJ: They fix it.



SM: Hm, mm, but I think that the eyes, the vision, is a factor there.

\*MAJ: So this is more with Jared? When he makes a mistake and you take him back he will fix it, is that Jared or both of them?

SM: Both of them, but I didn't realize that Nicholas, I knew Jared coming into this that the eyes were of concern and that was one of the reasons that I picked him.

\*MAJ: Hm, mm.

SM: But I think with both of those kids, without that factor they would move a little faster.

\*MAJ: When you say Jared is stronger, can you talk in specifics about why you think he is a stronger reader?

SM: He consistently remembers more and this is another little strange part with Nicholas, at one point I had him up to read and a word like said something that he could read before, he was not getting that word and he would stop and I would ask him again or he would figure it out and know it for the rest of the time.

\*MAJ: Hm, mm.

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SM: Now I don't know, maybe that is also glasses, eyes, but I think something else with that.

\*MAJ: Yea, I think his reading for text may not be as strong for him, some kids just have it. In the pattern book for example you give them the first page and they just go right ahead. They are able to read that pattern text with just one word change. So they have a memory for text because you gave it to them on the first page vs. a child that you give him the pattern and you are still giving him the same word that you gave before on the previous pages and that child's memory for text probably isn't as strong as another child.

SM: Now is there levels for that because they both can do the pattern thing just fine.

\*MAJ: Hm, mm.

SM: But is that, I mean that is a very beginning thing.

\*MAJ: Yes it is.

SM: But is there a higher level too.

\*MAJ: I think at a higher level you find that levels go up for a child who has the power of memory it is hard for them to trace back to words they might have had. It is just poor memory trace. They have had this word, but they lost it, so their memory trace, you know so we do flash cards, we do a lot of the traditional things. We do more motor movement to teach you more about that word, because the memory trace..



SM: See this is what I love about this because everytime I find out about something else that will help me and there are a couple of kids that I am concerned about and I repeat and I think there is really..

\*MAJ: You are thinking about Nicholas in terms of memory trace issue?

SM: Just a bit, not as much as a couple of others, but initially I think that to have some of that, but the more I have him up in the small group and more times calling him to task he in a large group he just tends to be laid back and not focus, but um, the more he's reading the stronger he is getting.

\*MAJ: Hm, mm, that's good, that's good. He needs small group interaction to learn.

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SM: Yea. We all have different styles, some kids pick it up not that I guess most kids need small group, but some kids need it less than others, some kids need small group more and I think he is probably a child who needs a small group that is his style, he learns better in a small group and some kids are like that you know.

\*MAJ: Yea.

SM: And also he is um, his motivation and enthusiasm about reading is continuing and getting stronger with the small group.

\*MAJ: Good, good.

SM: And the same with Jared.

\*MAJ: Yea probably coming from the success too, I think it kind of feeds, once they have been successful it kinds of feeds on them, they get better at what they do and feel successful about literacy.

SM: Hm, mm.

\*MAJ: It is a combination of factors. Ok, what do you think about the running record?

SM: Um, I think it is very helpful, um, and I think it is something that I will continue to use and it is something that I feel that um, I have come a long way, but I also feel that there is more that I need to learn about that. I want to be able to quickly look at it and be able to analyze.

\*MAJ: Hm, mm.

SM: I can look at it in terms of mistakes and some of the more surface kinds of things, but I think there is more. The meeting that we last had where we looked at the running record and talked about it and talked about the three levels of analysis, I just you know, I just wanted to eat that right up and learn more about that. I am very anxious to ..

\*MAJ: Yea, Ok, so at our next session we will go deep into the third level, I think the first and second is fairly easy to grab and what you do and what you





say based upon what that third level is telling you, which is teaching for strategies. Probably over the next two sessions that is what they will be about. That third level analysis, what you say because a child is not reading or what you say, teaching for strategy, that is where we are headed.  
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SM: And what was the second one again, that got a little..?

\*MAJ: The second one was when you do your analysis and you count your M's, you count your S's and your V's. That gives you general information about, oh he doesn't use phonics, but it doesn't give you the third level, which says what part of phonics, the media, endings, conceptions, that is what the third level is it gives you more precise phonics.

SM: So then the first level is just the running record.

\*MAJ: The first level is just the score, your scoring it.

SM: Ok.

\*MAJ: If he's 90 he's instructional, when it's 85 it is hard, 97 is the independent level.

SM: So the second one is what he's doing in that score, is he, how many times he self-corrects, critically looking at the scores.

\*MAJ: The second level, yes. You have to do the MSV to get the second level, count all your M's, S's and V's.

SM: So it is the MSV part that you are getting and the third level is what do you do with the MSV.

\*MAJ: Yea, it is a more deeper look, a more intimate look if you will at what this child is doing. So if you got V's, he is using alot of MSV, but he is consistently leaving out middles. He would say coming for climbing or came for come. Or get for got. He is using all three he is using the instruction visual, but he is not using enough V, that is what the third level of analysis tells you. It is not just V, what is he not using at the V level.

SM: Ok.

\*MAJ: So that is what I need to go after in my teaching. What do I say? I mean many of us we are veterans for a long time. We have been using the same kind of talk when kids don't use phonics, but I guess what we are headed for is to find different ways of helping children using phonics, language pretty much. How do I use language in my teaching to redirect the child and that is what teaching for strategies is about. What do you say other than sound it out which is what a lot of teachers say. That is probably all they know.

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SM: I am really thrilled because I think I am doing some of that.

\*MAJ: Good.



SM: And I am not nearly as much as I want to do and it is not as automatic yea, but I'm seeing everything. But I am seeing some of that and I am trying to address that and I am, I do some of it, but I still need more. The first thing the kids will say is sound it out, and I will say that's right.

\*MAJ: Move to that, our last two sessions are dedicated to teaching for strategy and the three levels. Ok, now due to the results from your running record, the only one you have taken this far, can you describe any instructional practices you have used and how the students learning, the focal students learning was impacted?

SM: Um, Ok, this would be from running record.

\*MAJ: This would be from your running record and instructional step you took and how the student learning, how the student took it on whatever it was that you did?

SM: Um, alot of things are swirling around, but you know how you say to chose 1 or 2 points. So if it is looking for the chunk in the word that they know and being able to talk with them about that, I see that they are trying that and what makes sense and also what visually makes sense, think about and be reinforced and although when we talk about it or learn about it it's separate pieces, um, often times, we are talking about strategies, we are mentioning a few of them and so we are doing that cross checking and it is not that I am trying to make it more complicated, but it is appropriate in the context of what we are doing.

\*MAJ: Hm, mm.

SM: Today for example, when I asked what word was tricky for you, um, were their any words, they really went through pretty easily they each had something that they wanted to bring up and we talked about those things and um, strategies that we had talked about before reinforcing. And the point, the other point that I wanted to make, that even though I may bring up or talk about guided reading as a result of a running record, certain strategies I find that they have to be reinforced over and over.

\*MAJ: Hm, mm, oh yea, oh yea.

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SM: Over and over again, so that it is hard to say that the impact was from that time.

\*MAJ: That's Ok, at least, see even the question what was tricky for you, I don't know that many of us, I know that I didn't, I never used that question, I just never thought to use that question, I never thought about it. There were things that came out of learning about the running record that I never did as a teacher whom I thought was decent, I thought I was a decent reading teacher. So something like what was tricky for you, I don't know if you traveled around if you would hear that question asked a whole lot, I don't know that people ask that question, because it is so teacher driven our agenda many times, that we don't think to ask what is tricky? If you want the child to be independent, we



have to be asking questions like that, more questions, all the time like that. We certainly can go to something that we think they ought to know, but they can also tell us at 6 years old what was tricky for them to help them move to another level of learning. Do you see how it is a wonderful question?

SM: Hm, mm and that came out of you know all of the learning and what we are doing it kind of all flows together. I do a lot of that, I may have specific things that I am going to teach or touch on and once I have you know even introduced it, introduced say sneaky E or double LL's or whatever, I am constantly redoing it and redoing it, but often times I may touch on say this is what I am going to do today because it tells me about this lesson or whatever, but everything is always built out of what is going on in the text um, because that is where I get to hear back from the kids or replay or integrate it so that often times it is the kids, I will say well the person made a mistake with that one what can we do to remember that, so then the kids play back the rules to me what we have talked about. What else, how else we could remember that, what else would help, how else would we know this, so even though I am hearing sound it out, look at the beginning sounds, some of the more basic things and you want to get to the more difficult things, those complex answers those are happening to and a really nice part about it is that they are coming from the kids and they are real excited to tell you about it.

\*MAJ: And that is a nice step into my next question, because that was the next question. Um, due to your learning this year and maybe last year too, um, are you using a wider range of instructional practices and you just give nice examples, um, so anyway I think you have answered the question. Do you feel that you are using a wider range of instructional practices?

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SM: Yea, hm, mm. I think it is more, I think I am, but I also think it is more hands on for the kids, that they are taking more of an active part that I am sharing as I am learning more about the reading process, I am consistently passing it on to the kids, so that the kids and I are discussing what good readers do.

\*MAJ: Hm, mm.

SM: So that is a real a team approach and the kids are taking an active part in it.

\*MAJ: Yes, right and that is what we want learning to be. Great, now as you think about your work over this past year, what has made it easy for you to change? And you think about your own personal, how you are feeling personally, classroom level, school level, system level, various levels, I just want to hear what has made it easy for you to change and make the changes you want?

SM: A couple of things and I am not, I haven't prioritized it so, but um, one is that when the changes line up with what feels right to me, a lot of what I am learning, that I can more easily embrace is a part of my philosophy and what I think makes sense and what is good and reasonable and at the base of that the kids can learn, all kids can learn and that makes it easier.

\*MAJ: Hm, mm.





SM: Also the fact that we are being asked to do this for our job, that this is part of what the system is trying to promote, um, certainly a big factor, because if we were still pushed to do whole class instruction, vs. small group, that would make a huge difference.

\*MAJ: Hm, mm.

SM: The fact that we so there are some supports built in that would not necessarily have perhaps been built if we were doing something else.

\*MAJ: Talk about those supports now.

SM: Well the Alec training, the materials, the opportunity to do things like this, the study group, professional development, I mean that really makes a big difference. I think at our first meeting you asked me about um, philosophy, and not one name could come to mind and I had taken Irene's Good First Teaching and had been so thrilled about it and I couldn't and I just uh, uh, those kinds of supports are really, really important.

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\*MAJ: Any others come to mind, you mentioned Alec, focus on assessment, anything else?

SM: Professional development, relevant professional development.

\*MAJ: Anything else that has made it easier for you to change?

SM: Um, when I say system that is part of the principal, the system support and basically this is redundant I think.

\*MAJ: That's ok.

SM: Those things the people that are. If I had someone doing, if I had taken the Alec program and I had someone who really perhaps it was another teacher or wasn't, that I couldn't respect or wasn't able to get, even if the philosophy and the material is the same, if they were not able to get that across or work with me in a respectful manner, I think I would have not been able to embrace it or use that person, but this woman, like in our workshop and in our PLP and in the study group, um, you know everything was relevant, questions that I would ask, information needed, what I was doing, how to help me with that, answer my questions and move me on, give me more information and give me also more things that I want to know.

\*MAJ: Hm, mm, hm, mm.

SM: That all makes a difference,

\*MAJ: Hm, mm, that is relevant.

SM: Relevant, yea.

\*MAJ: Ok, now, what has been challenging or not helpful in supporting you to change this year, again at the classroom level, personal level, school level,



system level, any level, what has been challenging or not helpful?

SM: Both challenging and not helpful is to have to do things without the support, without um the proper information and I am not saying that this is...For example the DRA testing, I felt very fortunate that I had some background. There were other people who had not attended those workshops, even though they were optional, too.

\*MAJ: Yea.

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SM: But they were expected to embrace it and do it and lots of people say well no one gave me a score, and bla, bla, bla, but that was all they knew, they did not have any training to show that there was more to it. They are going to throw us out of here at quarter of unfortunately. We can sit in the class.

\*MAJ: Sit in the class, ok.

SM: So um, that was not helpful. Now I didn't, because I took other things, other courses and had this group and everything else, I wasn't in that position, but that is the kind of thing I find not helpful. So not to contradict, in terms of saying but had not I done that.

\*MAJ: It is really almost a schoolwide issue, a school issue.

SM: Yea, like we are constantly being asked to implement certain things.

\*MAJ: Hm, mm.

SM: Sometimes what we are asked to implement isn't even in our hands, Ok, let alone a chance to look at it, think it through, see what it is talking about, prepare, ask questions, get a feel for it, that kind of business, I think is not helpful and not supportive. Sometimes we do a lot of scrambling to try to get as much as we can to help ourselves, like with the study group and like with all the training and with Irene Fontas' course, but I think that everyone should have an opportunity to be privy to those kinds of things, or I need an opportunity to be privy to those kinds of things in order to feel most able to make changes. Not having those opportunities, that is what makes it not helpful or most challenging.

\*MAJ: I think what you are saying is sort of a kind of top down mandate is the top down and mandate and you are saying you would want more input before they mandate it, is that what you are saying, or ...?

SM: I am saying that I would like to have more of a chance to um, more training before I am asked to implement something.

\*MAJ: Ok.

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SM: But the other part I feel also, which you brought up is I would like more input too, because often times what is being mandated sometimes, isn't necessarily the best thing or appropriate and you wonder whose mandating this stuff, do they see the kids, is it even about the kids?



\*MAJ: Hm, mm.

SM: So in that sense having more input or someone who is more in tune, so decisions can be more relevant is I think important.

\*MAJ: Ok.

SM: I am just going to turn off my computer.

\*MAJ: Ok. What's not helpful, still working on what's not helpful.

SM: It is not helpful to have to be thrown out of your building (laughing) and this is for us a big deal. Our building has to close, we have to be out by quarter of 4, so whether we are early or late school, we have to be out and um, the principal wants to stay later or the custodian wants to or something is going on, that is you know.

\*MAJ: So the hours are 8 to 4.

SM: There seems to be such a push to just throw people out. Sometimes they will say Ok, everybody has to be out at 3:30 or 3:15, you know, when in other schools they have after school problems, or whatever, but people are in there forever. Usually I find that a lot of the teachers that are really excellent teachers that you meet and see at all these things, they are the ones that are in their classrooms forever.

\*MAJ: Hm, mm.

SM: I find myself rushing here trying to get here at the crack of dawn, first one here, last one to leave and then you may say oh well she's slow, but you know most of the people that try to do these extra things on the lower grade level are in the same boat, because we can't even start to pick up the room until the kids are out and when you are trying to you know work out the physical space, but stay on top of the correcting and working with certain things, you really, I need to be in the room to look and I find myself dragging these big bags home, only because you have to take everything out and bring everything back and.

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\*MAJ: No, you're right it is not helpful. What would you say would be the remedy for this Shirley?

SM: I think we need to have at least an extra hour or two available each day to be able to be in school um and or at best have at least every couple of weeks that we know the building will be open late and opt to stay if we want or not. One of the things that you hear with the Alec/Elle program and all these other programs is that it takes so much time.

\*MAJ: Hm, mm.

SM: You know people have to be in their classrooms, people have to do this, but yet we are asked to do the same kinds of things with no time to do it.





\*MAJ: Hm, mm.

SM: I mean I think that is a very...

\*MAJ: You mean planning time.

SM: Planning time in the room.

\*MAJ: Being in the room after school or whatever.

SM: Exactly. I am not asking for time that we are going to be paid for, I mean there are those people who just want to do their contractual hours, but most of us that want to have things working as smoothly as possible and do the best job, we want to be in our classroom doing things.

\*MAJ: Ok, I follow, ok.

SM: It is a major, major, major problem for me.

\*MAJ: Ok, hm, mm. Alright, define reading?

SM: Well, I think I can give a fast answer now. (laughing) It is a reading driven process (laughing).

\*MAJ: I am looking at all of you and here is what they said in September and here is what they say in January. It is interesting to look at perspectives and how they are changing, if they are changing. That is why you will hear a couple of questions coming up each time I talk with you, because it is interesting to see how you are shifting and thinking about different issues. Anything else you would like to say about reading?

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SM: Um, the basic stuff that I said before, I mean it still applies, um, you know, communication, I mean I am not going to reiterate, it still applies.

\*MAJ: Ok, yea, ok. So when you say meaning driven process, is that something, because I think you spoke to that the first time I asked you, is there a different take on it when you say meaning different process how will you just expand upon that a little bit more, about how it might be different then when you defined reading to me back in October?

SM: I think that was the more concise way of saying it. Back when I told you in October, I talked about how in reading you have to understand, you have to have communication.

\*MAJ: You still believe all of that.

SM: After engaging in the, it is not just symbols and all of that, I still believe that.

\*MAJ: Hm, mm, hm, mm. Ok, so you just put it more concise. Ok. Define assessment?



SM: Well I used to just think of assessment as a score and I am not, in more of a negative way, I am not, I never really felt I was good at taking tests, um, so that is probably where my somewhat negative or negative slant comes from and then with all the assessments that we had to give the Metropolitan Achievement Test, I saw them as very painful to the kids, just to get a score, just to put numbers on a paper. So that kind of assessment I see that as more of a negative thing, um, and you know and scores being subject to the kinds of tests given, people not necessarily getting the true picture, but what has changed for me, is that I can look at assessment at terms of, not all assessments being alike and not, and you don't always have to do the same thing with assessment. In other words when people talked about, well the DRA gave me a score. You know that is true, you can just look at it that way, but I can also get something else from the DRA assessment, like you know looking at it in terms of reading behaviors and so on and so forth with the running records and stuff.

\*MAJ: Hm, mm.

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SM: And then also um, which I think is most important, is being able to look at it in terms of how it may affect my instruction, so the superintendent's message at the beginning of the year about instruction being assessment driven now has more meaning for me, you know and makes sense and I can agree with that rather than just being upset (laughing) oh boy here we go.

\*MAJ: That is good that you are open to learning and thinking differently, because some people who had all this professional development may still feel that way, so it is good coming out of research and your reaction with your colleagues and me and everyone else that you kind of interacted with, that you are seeing it, I think that is what learning is all about, it is expanding, it is not necessarily setting aside, because we do feel that some people, I do believe that some people feel that way about assessment, just a score and you kind of putting kids low and kids high and not even using it for. Some people will always feel that way about assessment, they will feel it is more work to teach and it is more teach, here I am talking again, but I think it is more work for you to do assessment to driving instruction. But if you are here for the kids than I think that is how we should be operating.

SM: I also think that what you do with the assessment, how you get it, the emphasis that we place on it should also make a difference as to how people feel about them or embrace them.

\*MAJ: Do you mean how the idea is presented, is that what you are saying?

SM: Along with that too, if the scores are going to be used to whip people around, you know, if the scores are going to be used in a negative way, we could go and list what I think is negative than that is one thing, but if the assessment is going to be used to give you information to help your students, than that is another thing. And also other things that you do, other areas, things that you do with that is not going to provide the opportunity for the people to assess the children. You know we have 25 kids in front of us all day long and if we are not going to um give subs, then the people can give these individualized tests, then why place all this emphasis on it. It is a negative



thing because you are providing stress and you can't even get the assessment done.

\*MAJ: Hm, mm.

SM: You can even take something that could potentially used in a positive way and implement in a way that it is truly not helpful at all.

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\*MAJ: Ok, ok, I am trying to read my notes. Ok, um, how is what you are learning been used with other children. When I say other children I am not talking about Nicholas and Jared. Your learning this year, how has it been used with other children, outside of your focal students?

SM: I use it with all of them, the same thing, hopefully what benefits one benefits them all and specifically when I was talking about the large group instruction, those kinds of things are carried over in the smaller group and the other, all of the students get to participate in a reading, guided reading group, so I use it, whatever I can learn I try to put it in practice and use it where ever I can use it.

\*MAJ: Ok, hm, mm. How is something you have learned, and you may not have a response to this, and that is Ok, how has something you have learned from study group colleagues been used with other children? Like, you know if you have a side conversation, or you know something is said by the colleague in the group, that study group, and you kind of took back and ran with it, has that happened for you at all?

SM: Um, I tend to try to integrate, synthesize, or do kind of a collective kind of thing, so sometimes it is hard to, for example when we were talking about Nicholas and um, how to help Nicholas and other students move into more fluency. The suggestions and the things didn't just come from you, you sort of facilitated so that other people gave their opinions and so the ideas that I gained were really from the whole group, you know that information that came from you.

\*MAJ: And that is something I try to be aware of, because I mean, each of you has more than 20 years experience, you know we are just glad to be involved with you all, and you are all great after 20 years your still great (laughing). I have to listen, because if someone asks me a question, I think I need to. I don't do it all the time because of the time, but I think it is important that I throw it back to the group when I don't have the answer or I have my prospective on it, but we have 8 other people who have great perspectives and I am sure. That is why I try to do more of that kind, some direct kind of teaching as well, but I try to do, I think it is important for a group like that.

SM: Hm, mm. I thought you had at least valid answers I would be interested in. I thought that you were inclusive and you pulled from the group as well. Not in the sense that oh, you have to contribute or we won't be doing any of this.





\*MAJ: Right, right, hm, mm. I think that is important when you have veterans. Um, last question, last question, to what extent does the study group model fit your development needs as a veteran educator?

SM: Can you say that again please?

\*MAJ: To what extent does the study group model fit your professional development needs as a veteran educator?

SM: Ok, um, I tried to touch on that a little bit in the reflection.

\*MAJ: Just expand on that.

SM: I liked the way, first of all, we have such stiff time constraints and such a heavy load, workload, not only just in the classroom things, with special eds being dumped back, everybody has to or wants to give the teacher a list of a thousand things to do for each child, for each parent and we all have to be on these committees and yea, yea, yea, and so the time is very important to us, since we still have families and stuff like that. So for this group, once a month, you know I think is good, as opposed to every week, um, and what we are working on in the group, are those very same things, that we really need, I feel and are helpful to me in my teaching and daily teaching. It helps me with questions that I need to formulate or begin to think about, I feel I can get answers to things as I go along and discuss it. It is really funny because we have been talking about the DRA and I don't mean to put alot of emphasis on the DRA, but that is sort of what we have been talking around, but at least I feel that we have, that I have learned a lot and it is not like we are doing the same thing every week. It is a growing thing, it is a lot, maybe its the reading process, maybe it is how kids learn, or how we teach or how kids learn, but everytime we meet, I learn a lot, a lot of information I gained, information is exchanged amongst people and there is still more.

\*MAJ: Hm, mm.

SM: I almost felt like calling up a couple of nights ago to say, now tell me about this, I feel like I have a main source here that I can try things out, I can ask about it, I can get more information about it. I can get various perspectives in that...



Q. What are you thinking about literacy now that you want to [inaudible] back in September?

A. Well, now I'm thinking a little bit more about the mechanics.

[Tape stopped and restarted.]

A. I'm thinking even more about the mechanics of teaching literacy; having norms[?], certain things that I, you know, want to continue and incorporate those things in my...in my teaching. And, you know, when I say thinking about the mechanics, like we talked about guided reading. I have specific things—more specific things that I want to include or work on and deal with, whereas in the beginning it was all new and so I was sort of attacking a moral, ambiguous big concept—something that I thought was important, but still didn't have quite a handle on it; how it was going to be incorporated in...in my classroom; what things I needed to change. You know, it was just everything was new and just starting. So...so now, in terms of literacy, there's specific pieces, specific areas that I've targeted that I want to do more with; work on specific things in guided reading. In terms of the assessment, I'm really, really glad that I've learned more about the DRA in terms of the analysis portion of it. I still hear lots of people saying...you know, it gave me a score, but I don't know, you know, it didn't tell me a lot. And I feel very fortunate that I...I can get a little bit more from that in terms of what they're using; what kind of strategies and behavior...reading behaviors the kids are using; what go...what I...what's next; what I can do to help them get to certain levels; what I can do to support those things that they are doing, you know, etc., so the process itself; the things that...the process. I...I feel a little bit more able to...to work with that.

Q. The next question is what are you thinking about your [inaudible] students...if you just want to talk about one of them or you can talk about both of them, [inaudible] literacy [inaudible] that you weren't thinking in September?

A. Well, in September...in September I felt that they had good ability, but I could see that there were problems. You know, that...that they'll...in...and in...clearly there was a...we were at a beginning point and we had a long way to go to be able to read, for example, the benchmark. And exactly how to get them to that point, you know, I have the, you know, the traditional things that I would do as a teacher that now I haven't done this and we've gone through this process. I have a lot more strategy—the ammunition—a lot more strategy.

Q. [inaudible].

A. And...and a better understanding of the process itself; this process that I have been working with for a very, very long time, I have a better understanding of it now.

Q. Okay, so can you talk a little bit more specifically, like when you say [inaudible], what is [inaudible]...what might be a grade of four, that you would [inaudible], or not...not have done before but you are doing now. [inaudible].

A. Okay, just the...just the way that you would go about it in terms of...if...so just a quick one little piece in terms of the fluency; how to get a kid to be more fluent. I mean...I mean, I knew that the more you read, the better reader you become. But I didn't...didn't know all of the things that were involved. For example, like the...the [inaudible]...that that's a positive thing in...in managing with the positive strategies. So, you know, I have a better understanding of what the process of; the steps...and the steps involved, which includes the reading behaviors and...and...and then what to do to help support that. You know, a good example, the...the sheet that we had, even specific words, which not only that gives you words, but also clues you in on specific things to look for and how to help, you know, to say the right thing to get them doing the right thing or more of what they should do.

Q. Good, okay. And this is a follow-up [inaudible], but let's talk about [inaudible]. You talked about how early on you said that they had problems and you now know ways to work with them [inaudible], so how are you thinking about Nicholas today? We'll talk about [inaudible] or whatever [inaudible] platform [inaudible] that...that you might not have noticed before. What is he doing today?



A. I see him doing a lot of...he has a lot of good strategies. He's like...I see him as a good reader. Initially he seemed very quiet, very...a little bit withdrawn and apprehensive; not asking for help when needed; not really showing, you know, really openly showing what he...what he knew or he didn't know; and not quite as invested in the whole literacy or learning process. I see...I think you'd...I see him a little differently now. I see him as having a lot of strengths, and more invested in the...in the process, really excited about it, really eager. And some of the things that...a [inaudible] I see that have come with learning and his achievement, and so...which has helped to give him more of a positive self-esteem.

[Tape stopped and restarted.]

Q. Okay. [inaudible].

A. Just in...in terms of what do I see in Nicholas now versus then, I think that the...what I have learned of late about reading is helping me to see more positive in kids. They're more...have more of a sense of...of...of they're picking up the process. In the past, it was almost like magical. I mean, in that I know certain things to do and knew certain things to do and to teach and [inaudible] more than the average person about the reading process. But even if teachers didn't instill things that were just not...just not quite so obvious and certainly not written down, and with the new literacy models and information that's coming out, and things are a lot more clearer, a lot more document...things are documented, and so it's very exciting. You know, seeing and knowing and...and...and, you know, more...more certain about the reading process itself.

Q. And even I think it's great that you said you're seeing...seeing strengths [inaudible] said earlier, you know, when you have a person who [inaudible], you really have [inaudible] more strengths and that [inaudible]. Suppose I were a schoolteacher who had never heard of or used the word [inaudible], what would you tell me about its use in the classroom?

A. Well, I would...I would talk about the...the use...usefulness of it; what things...what...the fact that you could learn information from the running records to... I know the form your teaching now is sort...sort of like a buzzword. But...but you can get information from that running records that will help you with what your child needs to know. Not only let you know where they are at, and document where they're at, but also from that draw a more precise knowledge of what you can do next.

Q. Any other...

A. Or where they're having trouble, and there you...therefore, you know what needs to go next.

Q. Okay. Anything else [inaudible]?

A. I would tell them that...that it is...that it's not just a...it's not just a...a new buzzword or phase, you know, that it really is...it really is helpful. And I...I would also tell them that it...it looks a lot more difficult to learn, but it isn't that bad, and it's well worth working at. I mean, I don't feel even now...I don't feel even now proficient in cer...I can take the running records...

Q. [inaudible].

A. No, I'm [inaudible] you. I can...I can, you know, take a running record, and I can look at it, and I can gain to...you know, I can...I've gained certain information, but I...I still feel that there's more I can learn. I still feel that I...I want it to be more automatic. Right now, I, you know, I can look at it and I...I can see things, but I still might not, like, look back at that little guide or reading book. I want to know that.

Q. Can you tell me what...what the third level [inaudible]?

A. Uhm-hm.

Q. But the first team, you know, [inaudible] those two levels?





A. Right.

Q. Their third level?

A. Right. And this just...and this...it's...I just want it to be more automatic. That's...I'd like to feel...I'd like to have things second nature, so that when I'm in the classroom and, for example, I'm not thinking about just my delivery so much as looking at the kid and seeing whether this is working or what I need to add and stuff. I know that I don't necessarily have to do the analysis portion while I'm standing right before the child, but I think that when it's more automatic, then there's less of a chore to do afterwards. And that's the part that...that I'm...I'm after, so that it's so easy for me to do. But right now, I work at it.

Q. Okay, but in time...

A. Yeah.

Q. And I'm sure you're working at it less now than you were a year ago.

A. And...and that's true. And also, I am seeing more than a score. I'm seeing the usefulness of it. And I don't need to argue that with people. I just know that I can get something for it that is helpful to me and my teaching.

Q. The next question may be difficult to answer with certainty, but I'd like to get your thoughts on it. In thinking about how your assessment or instructional practice has changed during this last year, how much has [inaudible] study group process changed compared with other influences in your life at this time?

A. Well, when you say other influences, do you mean like taking ELIT[?] course?

Q. Yeah, professional development [inaudible].

A. It's really hard to tease out. But I think that...let me say that I don't think that, for example, the ELIT[?] course would have been as effective for me had I not had the study group.

Q. In what way?

A. Well, you know, we were taught about guided read...you know, that was mentioned and running records, the DRAs, testing, and...along with other things, but they, you know, I needed to work at stuff. I needed to practice. I needed to be able to talk about it. I needed to be able to hear other people's opinion[sic] about...there were certain things that they were doing and what...what worked and... You know, so much rather than more of an introductory kind of thing. When it comes down to using it, and...and to get...in order to get that automatic thing about it, you know, so that it's second nature, to me then just a...a quick course wasn't...wasn't enough. So...so this course has really...it's had it...it's hard to tease out exactly what this course has done. There's some...of course, what we've learned here was...was also the DRA testing, that was talked about in the ELIT[?] course. We had someone come to the school and talk to us about it. So you could say that it was duplicated or that we had other ways to learn about the same thing, but not really with the intensity or the gravity[?] or the usefulness, so it...it was this space, this course, that really helped me to become as efficient that I...as I am in it, and to prepare me...or to bring me to the stage that I am at now where now I'm saying, "I need to know this, I want to fix this, I want to do that, I want to change that." All of getting to this level or this point has a lot to do with this course. The other things were helpful. The other things, they're an important part, including the fact that implementing certain things have become mandatory; that how I implement them with the...the way I have embraced that has a lot to do with this course.

Q. What would you say was the most helpful if you were to [inaudible] out, you know, those things [inaudible]? What would be the most helpful [inaudible] one or two most helpful aspects of the study group? What was most helpful? [inaudible] help there. What was the most helpful? One or two.



A. Okay, yeah. It's hard to say one thing. I got a chance to do a DRA before this course, last year a couple of times. Of course, I also got to do that as a result or after having some of your input. So...which I really valued, your teaching style, so I had benefited that last...last year. And I think that was really important, how you explained it and so on and so forth. But this year, I got a chance to not only do it—do the test, for example—but to sit down and talk about it. And...and of course to learn the levels of analysis. I mean, that was...that was key. And that's why it's not just a...a score. And through this course, I got a chance to learn the levels of analysis through what we were doing here, in our course study work, giving the test, talking about it in our group, with peers, with, you know, close supervisory feedback from you, but and...but also going through the...the seminar that was given at the Manning School. All of that was really helpful in opening up my understanding about the DRA testing so that it was just...it was more than a score. I mean, in the last part of the...at the Manning School we were sort of getting a peek at what the teacher did or didn't do or could've done more. And...which is...I mean, I think that's a...it's a...that...that's deep. So...

Q. It is. [inaudible] more than a score. [inaudible] what the teachers could be doing [inaudible]. [inaudible] I'm just going to go back to a little bit [inaudible] to see if you could be a bit more specific in terms of [inaudible] different tactics that are changing [inaudible] that have changed. Can you give an example [inaudible], but can you give an example how assessment has changed for you or [inaudible] has changed for you [inaudible]? Can you give me an example [inaudible]?

A. Well, I'd say that...but first of all, to do the test...now it's mandatory, so we have to do it. And had it not become mandatory, it would be...it would have definitely...it would definitely be a...a tool that I would use. Also, an example of how it has...

Q. [inaudible] or the way you changed, the very specific [inaudible], they're really specific that how...the [inaudible] the way you assessed it or the way you [inaudible] has changed [inaudible].

A. Okay, I have...because I have more of an understanding through the group of the process, has shown through the assessment and all of the things that we have attacked around that, including guided reading, including some of the other things, you know, the word wall and...and importance of...of the kids building a high frequency vocabulary for writing. That was...not only for reading, but the importance that it bears on writing, which was something the kids were...the workshops. All of that helped...I've gained through this...through this...through this program. So I'm [inaudible] this question. So that's one of the things that has changed in terms of how I assessed kids. I've seen that this is...this is a viable and in...and informative source; the way of assessing, and it seems to...when I...now I'm...I'm going back between the DRA and the running record. I'm kind of using them in the same breath. But it seems to give more specific information versus just a...a reading inventory test, you know, either standardized or informally given.

Q. So I guess [inaudible] little bit more. So, the [inaudible] specific information, how would that transfer to your instructions?

A. Okay.

Q. What's between [inaudible] what [inaudible] how your instruction has changed?

A. Okay. So because the information is more specific, then that lets me know specifically what the child...I've...what I'm learning through this is what they either know, so that I can continue to build on that, or don't know, so that I can make sure I put in that. For example, from the running records, I'm finding that they're consistently leaving off endings or they are [inaudible] they're not seeing the vowels or they're not doing...they're not remembering even the words that are spelling words, and...and they've learned and now they're not remember... I mean, it gives me more specific information to that child, because it's individualized. Sometimes things just feel...are not quite as clearly shown when you are doing the group test or you are working with the kids in the...in the...in a group, even in a small group, but when you come to a running record, it's...it's...it's individualized.

Q. Okay.

A. And so that...that directly affects my teaching.





Q. With that child.

A. With that child. And...and again, I would...to underscore it, not only what they don't...what they need, but also what they are doing. And the course...and the learning that I...I've gained from this, I'm seeing more...I've learned more in terms of the reading behaviors themselves, and so then there are...there's a whole lot more positive...a whole lot more steps and a whole lot more things happening than you can just see on the surface, you know, or that you're aware that you're seeing, so that I really appreciate or know. So I was gonna...I was gonna mention, this goes with the...the thing about challenges.

Q. Okay, hold that one.

A. Okay.

Q. [inaudible], okay. You talked a lot about assessments [inaudible]. Can you give me something you do different in your instructions; some way you've changed in your instruction?

A. Okay.

Q. [inaudible] clear [inaudible] now [inaudible]. What is something you do in your instruction that you didn't do before [inaudible]? What are you doing...what is one thing you're doing [inaudible] that you [inaudible]...that you didn't do [inaudible]?

A. Okay. Even though it's come under the heading...I've been talking about it in with...as it relates to assessment, this is true across the board in terms of my ability to teach reading or my understanding of reading, and that is the...the things that I have learned...the...through the...be...because I was learning about the appropriate tools, but still it...it applies to reading in general. You know, such as guided reading, such as, you know, you know how to set up the class, and the word wall, and so on and so forth. So all of that, I mean, in...in terms of what to say to the kids, what language to use to help support certain behaviors, what language I...my...or may have been using that...that...that didn't support certain behaviors or it may have encouraged other behaviors. So all of that is, you know, it...all of that's tied in and you're not...

Q. [inaudible] said earlier [inaudible] so, you know, it's [inaudible].

A. Right, right. Or why they are...why are they saying, you know, they're saying, "Sound it out," and before that would have been a great answer, but I've been working so hard to get these other points in, and they're still saying, "Sound it out," so now I'm learning some of the...some of the little gray areas of fine tuning, but there are some other things I'm doing which lends more to sounding it out, and so that's how I'm getting more of that kind of an answer.

Q. Okay, thank you. This next question [inaudible] so that you can respond to it in any way that makes sense to you. What's it like for you as a veteran, a veteran [inaudible], to make changes? Is [inaudible] anything...this is wide open now. [inaudible] easy [inaudible]. We're talking about a veteran who's been doing it for a long time. [inaudible] change [inaudible].

A. Well, the expression...what is it? You can't teach an old dog new tricks and things like that. Well, I might be an old dog. But I'm real...I will try to learn a new trick if I think it's gonna help my kids. And that's the driving force. But of course, helping myself to become the most efficient and the most...the best teacher that I can be is a direct way of helping my kids doing the best that I can for them. So if something is...if I thought that there was something that's gonna help the kids, that is a...that is a...a very strong motivation for me to make changes. That doesn't necessarily mean that it's...it's...I'm...I'm an easy person to make changes or changes are always easy, but it does mean that I will work at it rather than not work at it.

Q. [inaudible] is it any [inaudible] venture designed to make to work...help you [inaudible] better job [inaudible]?





A. Well, supposedly, I guess.

Q. Okay.

A. But then we're talking about what kind of changes and what...and more specifically, what...what types of...what are the...what types of professional development things that encourage me to make changes or help me to make the most changes and the most effective...

Q. [inaudible].

A. Okay. Again, this...the primary...the underlying thing is what I...what I think or feel or have gotten a sense that would be most helpful to my children. So I...I went to this...I tried to learn this WKRP silence[?] thing because I heard kids that don't read can read with that, and so I wanted to know about it. You know, I'm always so concerned that...I...I don't want my kids to be lacking because of me. So if there's anything I can do to help my kids to reach their full potential, then I...I'll try to do it. And so those kinds of professional development workshops are things that I think will help me to help my kids. That's what I'm most interested in. And now this whole move with literacy and...and it means there are a whole lot of things. I've been involved in literacy, the math, and technology. But all the things that they say are...are helpful or gonna be great or the most important, I try to...I try to listen to, you know, get a sense of, but I don't find everything helpful.

Q. [inaudible]...

A. And...

Q. [inaudible]. What else makes...makes [inaudible] for you to [inaudible]? What else...when you say [inaudible], you know, [inaudible] find or [inaudible]?

A. Well, if it's...it has to be helpful for the kids. But not everything that they...I don't feel first of all, I think that's the major turn-off. If I don't think it's help...if it...if I don't find that it's...or feel that it's gonna make a difference, then that's a turn-off right there. But when I...when I see and feel or get a sense that kids are learning, kids are reading, kids are progressing, no matter what their situation is, if they are able to make progress, then...then I'm...I'm looking and I'm interested. And then...then how can I...then I'll try to go about seeing what I can do to...how can I institute or implement or use some of those things, as I find out and learn about this. And the...the...the...the way or extent that I'm able to gain the knowledge and internalize and use the new information, then I think dictates how much change I could make.

Q. Okay, so now [inaudible] gain the knowledge [inaudible], so what gets in the way of the gaining, internalizing and use...what are barriers when you're trying to make change? What are some things [inaudible] that get in the way? What are things that get in your way when you want to [inaudible]?

A. Okay. Okay, maybe it'd be easier for me to say what helps it. If it could be made most practical...

Q. Okay.

A. I can get to it, I can get the information so that then...then workshops that are provided, and workshops that are provided around the specific things that I need to help me learn this...this information, and how...how I'm able to...to...to be a part of it; whether it's on-site or just having them available so that they're hours that I can get to; funded, you know, provided by the school; or whatever. I mean, I would even pay my own money if it were [inaudible]...what I could get there hours-wise and time-wise, but it has to be practical. It has to be given in a way that I can use it. I like...I like things that I can take away and use right away. I will read, I will...I will look at some of the research or some of that information, but I need...I need the more hands-on knowledge and how it directly affects the kids. And that's what I need. I...I need it always to be directly connected, and not just too much for the abstract and just intellectual, way out there. It has to be directly related. And, of course, then I guess if you, you know, in terms of what setting is best for me, I need to be in a setting where I can learn, where I'm expected to learn, where I know I can...that has to do with respect, it has to do with giving the information that...that I'm...I'm looking for that's necessary—not somebody spinning off just at the top of their head or showing how smart they



are, but I want that information to be relevant—it must be relevant. And then in a situation where I'm respected as a learner, and where I can...I can...there can be an exchange of dialogue, and I can...I will be able to...if there...if I find in my area of learning that there are things that are not meeting my needs or that need to be clarified or, you know, if I need to ask questions about it or I need to repeat so that it can be affirmed that this...this indeed, this is what it is, you know, 'cause that's how sometimes I learn as well. And...and I'm respected for that, fine. That...that's all helpful to me.

Q. Okay. And so [inaudible]. In terms of, again, not helpful things, is there anything [inaudible] level or in the context in which you work that gets in the way of your making change?

A. If I don't have the opportunities, although the...the workshop...though...that kind of content need to be provided, you know. But also the materials. I cannot be, you know, I can't be expected to do this type of literacy program where I'm told, "You need this, you need a word wall, you need this, you need that, guided reading books," and none of the things are made available to me. I'm one that will spend my money for...for anything I need. I'll go and use my resources to get a word wall or whatever I need, but that's different. What I...I choose to do that. But that shouldn't be the only way that I get materials. They should be provided. If this is something that is being...that we're being...that we're mandated to adopt or to use, or a form of it and that kind of thing, so the resources really need to be made available. You...you...you can't do guided reading without the materials. You can't do some of these other things without, you know, the huge, huge numbers of kids. Either show me how I can manage that program or those kids, and/or make the class size smaller. Now so far, I'm getting...I understand that everybody doesn't have control over everything, you know what I mean? There's, you know, who makes...who dictates the size of the class or who really makes that happen may not necessarily be the person who's doing the professional development, but if the professional development that I'm...that the professional development that I'm getting should be relevant to the class size that I'm having or that I have, so that if I'm getting enough information on how I could really make that program or that...put that knowledge to work in the studying that I have, then that's worthwhile, then I'm able to make changes. But if I am getting information and expected to make changes or want to make changes, but I don't have some of the other pieces, it's not possible to do it with...without some of the other pieces, then that's a problem; then I can't make the changes. That's what makes it difficult for me.

Q. [inaudible] studying [inaudible] whatever you're learning back with [inaudible].

A. Uhm-hm, exactly.

Q. Is there anything else around barriers or conceptual issues pertaining to...

A. Well, we...well, we were talking earlier about the time constraints. There's so much in...and every, you know, is the [inaudible] and not enough time. And you mentioned that one person was saying that just knowing it...it's for the kids, that's what makes a person be able to take time. Well, that's good, and...and for me, that's sort of the bottom line thing, but that doesn't always...that's not always enough. You know, that's sort of the base that I work from. And so the time continues to be a challenge, even now. Our school, we have to do DRA testing. Right now, we have to do it at the beginning of the year and the end of the year. That's gonna definitely go in place for next year. We started it this year. And we have to have subs, because we couldn't physically sit with one child and be expected to maintain twenty, twenty-four other children. Now that's all well and good, but if that substitute, that support is taken away, but even though I want to do that, I might not be able to physically do that for all the kids. So like with the running records, I...I think it's really important and it's really helpful. And I've done it with my fo...focus child, and sometimes it was...it was difficult getting that in with one or two students. How I can physically do it with twenty-five students may not be something that I can do even if I really, really want to. So it...the time constraints continue to be a problem, and...and they may are...they are...they come in many forms, which is the physical hours in the day or some...how much time the teacher has. Because even our C&Ds that we finally got, we've lost them. We have to do other things, and we're constantly being given other things that, I don't know, may or may not relate to this, and we don't have a choice sometimes. And then after school and before school it's just so...so much there, 'cause if you have...if you're the person who has to go out and get the professional development, that's the...that's the only time that's provided for you, then, you know...and the kids are not even there to be doing running records and things like that. It's...it's, you know, it's full of problems. You know, if you have twenty-five kids to do it for versus twenty kids, that's another kind of problem. So time constraints continue to be a problem, but they come in different forms.





Q. Right, absolutely. Okay. Speaking of time, actually this may or may not...may not talk about his, but could you talk about the least helpful aspect of the study group [inaudible] least helpful thing in terms of development. [inaudible] time to get [inaudible], you know, they never [inaudible] too short for some people so [inaudible] so long [inaudible] make...make a [inaudible] talk about [inaudible] literacy [inaudible] problem. So other than time, which I know that was an issue, people getting...getting their [inaudible], what else comes to mind that was not helpful in terms of the study group? [inaudible].

A. Some...sometimes it...it...it's not even just a question of least helpful...these are the challenges or the problems...

Q. Okay.

A. ...because they're gonna have to be, but time is one of them. And even that thing kind of changes some, 'cause I would think that trying to get back and forth in certain areas in the dark was more problematic for people versus when it's nice and bright outside, and going to places that you don't know and...and those kinds of things that, you know, that are problem...

[Tape side A ends—tape side B begins.]

A. But, I mean, I think everybody understands given what...what we had to work with. We did the best with that.

Q. [inaudible] or least helpful aspects?

A. It was difficult. Sometimes it was difficult even getting in what we...getting the work done; getting the reflections[?] done or getting the testing in; the video stuff in. They...they were...it was...it was...and the...and the guided...especially if they were the guided reading groups. And again, that was difficult getting that done at times; peoples' workloads vary and what was asked of them. And so it was difficult. I think that...I think that doing some of that stuff is really important, even though it wasn't...it wasn't the most convenient time or it was difficult to get it done, it was still important stuff to be done. So...so those things were a challenge or problematic. I don't know that...that they should be eliminated. Maybe the configuration might be changed and/or less or the timing or whatever, because when you're dealing with a...a group of people who are in different situations, one's best time might not necessarily be somebody else's best time. So, you know, that...that's...that's that. I found the guided reading group...that it was hard, because the course wasn't...it wasn't...it didn't set out to be about guided reading groups, and...and I...and I wrote in my reflection that, you know, we were kind of...me having to take those and I was really never trained to do that part. So that was...that was hard. But the...I think it is important, and I...I forget [inaudible]...her relation became [inaudible]; what you're doing in the group in terms of accomplishing what you...what your assessment shows needs to be done, and so on and so forth. So that part was difficult. That part was a challenge. But that's also a part that makes me...that has made me say, "Well, this is an area that I would like to do more of, you know." Well, if I was gonna do another study group, I'd like to do more with this. I'd like to learn more about that. You know, I'd like to be really good at this guided reading group. So...so again, that was another challenge, but I...I wouldn't say it was...I wouldn't say it was least helpful. It was very helpful. But it was a challenge and it was difficult.

Q. Okay, okay.

A. And that...of course that...that videotaping.

Q. I knew you were gonna say that.

A. I hate that videotape.

Q. I knew you were gonna say that. And anything else that was the least helpful or a challenge? What would you change? If this were a part two, what would you change or include?





A. Well, I'll tell you, the videotaping, I don't know that I would change it, but this is one more thing about it, that the videotaping. And even though...and the audiotapes as well of the group. I think those are even more difficult because you can't really see everything that's going on and hear everything that's going on. But I was gonna say that...I...I think that what was really, really hard...oh, I [inaudible], but it [inaudible]...aside from all the other mechanics, [inaudible] talked about, they also require a certain amount of risk-taking. And if you are not...it...it could be more difficult if you are...if your group, if you're in a group where you feel you can't take risks, or if you're a person where you feel so insecure that you don't want to take those risks...

Q. In which group did you feel that way?

A. I felt...no, I didn't feel that. I felt it was difficult and I felt very green about a lot of things, but I also felt valued as a professional, and as a person, and I also felt that...that I...you know, I...what I have to offer professionally and as a person was valued and...and...and accepted and...and...so that was in [inaudible]. I also felt that the group, including the...including the instructor, was...are supportive with... In many ways, they were like the closest thing to a support group in our setting. And so while I was a little uncomfortable at times 'cause I thought I didn't know this or I wasn't sure about this, I hadn't learned that, because that's all part of learning in the first place to me; you take a course when you don't know, but still, when you're used to being the teacher, and not that I ever think of myself as a teacher that knows it all, but still, it's a, you know, it's a...it's a diff...it's a different little...it's a different role, and...and I...and because I think also [inaudible] sentence, but because there are colleagues that are know-it-alls and that are so quick to judge and snap and they know this and they know that, it can be difficult. But in this group, I felt that it was a...a very supportive environment. I didn't know the people that were in my group, even though I knew Clara[?] from another group. Basically I didn't know the other people, and...and so their personalities or...or their way of operating, that was an unknown factor. And even the amount of work on the assignment was some...somewhat unknown too. As we started to do this and then we were doing something a little bit...a little bit more [inaudible]. That was still unknown, and it was unfolding as we went along. But because...but I do think that it was a supportive group. I think that people had more in common than not, and that basically the people in the group felt like me. They were there because they wanted to do the best thing for the kids, and they wanted to learn, earnestly learn, and that they were sensitive enough people and...and professional enough that we were able to, you know, see that in one another and accept that and build on that and so on and so forth. So it was good.

Q. Okay. Anything...

A. So...so some things that...

Q. What was [inaudible]? [inaudible] change?

A. Well...

Q. Other than [inaudible] comfortable with that [inaudible] around that, [inaudible]...

A. And I didn't say...I didn't even say change that.

Q. Oh, okay.

A. But it...it is...it involved all those things. So it made me stretch a little bit, 'cause I don't like that. I don't like being observed even with those. But I...I ga...I do that. I get used to that [inaudible], and I, you know, my evaluations are always very, very good. I was gonna say that all of that, in terms of the supportive groupings and [inaudible], blah-blah-blah, it didn't have to be like that. But those can be the sticking points with another group of people, where those other variables are not there. So it...it may or may not be something that would need to change, depending on the group. Because in this group it worked out fine. That's what I'm saying.

Q. Okay, so [inaudible] knowing one another and knowing...is knowing one another [inaudible] and cooperate and knowing one another more personally, do you think [inaudible] this group [inaudible].

A. I'm not even saying the unknown portion was a...was a plus. It could have been not a plus.



Q. Okay.

A. Right. You...these are people that you...you selected.

Q. Right.

A. And I think that has a great deal to do with...and...and you, yourself, have a great deal to do with why the group was a success, and why, to me, it felt like a support group. I think that sometimes if people are just random...randomly put into a group, or different personalities, you know, a person who's...who's leading it, promoters[?] and way of operating, it might not work the same. So therefore...

Q. [inaudible]? Can you talk a little more about my [inaudible] making it feel like a support group?

A. I think you...

Q. [inaudible]?

A. I think that you, yourself, valued every person. At least that's what I felt. That you draw your people professionally and that you...that you run all the...you welcome that...each person back to the table. You...that was a given that you; that we were...that we were all highly professional and respected, and that you made us feel like that and that is the thing that was brought to the table, but that also...there were things that we were learning and working on. For awhile, I think that...and also that you had a...a great understanding of what we were doing; that you, yourself, you know, are hands-on and personal; understanding; a personal stake[?]; and you know about the teaching and the challenges; and that you are in the field; that you're not just someone way over there looking and saying, "Do this, do this." [inaudible], but [inaudible] center field of the dynamics or the...the...the things that are really going on. And so I think that those are the things that...that made you like this...the best. And...and then into a...and so...and...and...and your own personality, and peo...and...and...and the way...people skills were, you know, obsess...ex...exceptional. And then given...given those things...I'm leaving out some...something...some other things, but given those things that I've mentioned, certain issues and things that we attack or look at to learn or work out or...or work through, the focus was...was on those things, and we could bring up feelings, other things, you know, [inaudible] things that came into play with those issues that it was...and it was looked at as that and the issues rather than other personality kind of conflicts that might bog down other groups.

Q. Okay. [inaudible] earlier, it could be a plus or a minus [inaudible] if you didn't know one another, it could be [inaudible] a plus, but it doesn't necessarily have to be a plus if you don't know one another.

A. No, I...I'm not saying the knowing or the not knowing...

Q. Okay.

A. ...is...is... I mean, we could have known people...we could have picked people we knew that were, you know, that we respected as well.

Q. Right.

A. So that it could have been a group of people that I knew.

Q. Right.

A. And that were respected, or it could have been a group of people that I knew [inaudible] respect them at all. But...but the fact that those variables affect a group. Now...but the fact that you knew everybody, I think that...that worked to our advantage. That you picked people that wanted to work, you picked people that were...I don't know if you said in your mind, "I'm gonna pick these people 'cause their..." but that's what happened. They were...we were all people that were busy, had enough to deal with, without any of this, but that we wanted to do it, we...we wanted to learn, we wanted to gain this information, we wanted to do it right, we wanted to do it to the best of our



ability, we wanted to hear what other people were saying.

[Tape stopped and restarted.]

A. So it...so in that...in that sense, it was really, you know...see I'm...I'm answering your question based on what we're doing...how it went in our group, but if you're asking me in terms of to change things, what to change or what to keep in place for future groups, my answer is tentative to...to you because I'm saying that it's not as...it's not as easy as that—it's not as black and white as that or whatever.

Q. You're thinking because I chose the people and I kind of knew people who wanted [inaudible] who wanted to learn, you were interested in [inaudible] and so forth, the [inaudible] the group [inaudible] and sort of focused on that [inaudible]

A. [inaudible] good people. But you could get a class of people...you could have, you know, people could come to you to take a class 'cause they have to be there or they...they don't really care or they have an attitude or, you know.

Q. [inaudible].

A. You know, there are people in our...in...in...in my school, you know? One person told me, "Why, I'm not paid to do that." It wasn't a...it wasn't a regular teacher, you know, but there are all...all kinds of attitudes and so...so then, for me, saying that the videotaping was...was not my...was not my best thing, that it was real hard, but I thought I learned from it, that was...that's okay for me, but if, you know, I'm giving in this...this situation where I was nervous about this and nervous about that, that worked out okay 'cause there were other people I felt comfortable taking a risk. In a...in another group, I might not feel like this.

Q. I'm glad you felt like that in this group. Okay. Anything you want to...else to say about this model and how it could be improved or what was least helpful? Anything else that you want to say?

A. I think that...I think that you were very clear all along with your respect for what you were teaching and all those things that we just talked about. I think that that, in itself, is the main ingredients of what makes this model work. And that...and that just, to me, that's the most important thing. And it...it's really your ideas...it...ideals and ideas and goals around the values of...of lecturing[?] teachers, and...and your...your way of working with people. I think that's the model.

Q. If there were a part two [inaudible], what would you like to [inaudible]?

A. I'd like to do more with guided reading.

Q. Okay.

A. And...

Q. Would you like the same group? Would you like to vary the kind of [inaudible] change [inaudible] same group? What else would you like to see in that group? [inaudible].

A. The only thing I think...and I...I...I failed to say this. One thing that I thought was really excellent was we were all first-grade teachers.

Q. Yeah. [inaudible].

A. [inaudible] reading...reading...

Q. [inaudible].

A. Okay. But she...Rita [inaudible] also involved first-grade teachers, and even grade two wasn't too bad, but





this was our area, and that is a huge...that...that's a huge thing to...in terms of not feeling the...making something relevant, you know? And so it, in terms of next time, I'd like to see it be a group of...of first-grade teachers or people that are working with the same age groups or having the same, you know, we're working on the same things really. And also, the same populations in that it's a urban setting, even though some were bilingual, some were this, or whatever, that is not un...unrelated to any of us. Our make-up, class make-up, might have been a little bit different, but even that is helpful. I mean, it wasn't so extreme that it didn't...it wasn't rela...relative. And for...for us who...for example, there was a bilingual teacher, you know, we get bilingual kids in our class and so we have a lot of...so a lot of it was relevant, I think, there because of the grade level and the population and all of that. So I would like to see that continue.

Q. Anything else that you'd like [inaudible]? [inaudible] same size? Was it a good number?

A. I think that was a good number. I think...I think it would be really helpful, the location, that it's...it's centrally located. I think I would have really had a hard time had I had to go to East Boston. Who was the lady that...

Q. Judy.

A. Judy. I would have had a really...

Q. [inaudible] your time.

A. Yeah. She was a trooper...

Q. [inaudible].

A. ...to do that. And I think having...I think it's a nice idea to be able to get around to other classes, although having a...a central place is...is okay too. I don't...I don't know...I wouldn't have mind having people come to my class, but, you know, our...or not all schools would lend themselves to that. I felt comfortable at that literacy center too. For me, that was a really easy location. So I think a location is...is important.

Q. [inaudible].

[Tape stopped and restarted.]

Q. [inaudible] to ask you a final question about what it would involve...the second group? [inaudible].

A. I'd like to, you know, like I said, I'd like to do more around guided reading, and I'd like to do more in terms of, you know, your coming in and modeling or...or whatever. That would be excellent.

Q. I'd like to do that too. And I do this [inaudible] my own sort of analysis [inaudible] guided reading tapes; to be able to listen to it and [inaudible] verbals.

A. That would be excellent.

Q. You know, that's [inaudible] I thought that was the major thing for me. Like I wanted to get out, but my schedule wouldn't allow [inaudible]. But I would have to be on my own time to do that, you know? [inaudible]. Okay, [inaudible], so is there anything I have not mentioned or anything...whatever questions you [inaudible] or what [inaudible] development [inaudible] professional development, and when you say that you are learning [inaudible], is there anything you want to add [inaudible] restaurant or any [inaudible]...any [inaudible]?

A. Not that I can think of right now. I think you've been really thorough. I can't say that my mind was always snapping along there.

Q. No, really. [inaudible] real [inaudible]. Okay, so you have no [inaudible]?



A. No. [inaudible].

[Tape side B ends.]



*Es Mma*

15\*MAJ: Talking with Banida Monten. OK would you start Banida by, is it Binnie or Binima.? Tell me about your undergraduate training. Where you went to school, when you graduated? Um, you said in Paris, I know that, but why you got your Masters and if you were in graduate school, you know, tell me when you went to graduate school and if you graduated from there? The year.

BIN: I went from ? to B.U. in 1974 to 1979. And then I went from 19? to Umass.

\*MAJ: In Boston?

BIN: Umass in Boston.

*ful* \*MAJ: OK, and what year did you get that?

BIN: Um, 1984.

*unlike* \*MAJ: And can you talk about your coursework at BU? What courses or what, you know, what people did you study? Do certain theories come to mind or courses, you remember that you took while you were at BU?

*unlike*  
*more*  
*to be* BIN: BU was a long time ago. I mean mostly about culture, about my culture. How do I teach my kids and curriculum, was a big thing. Um, ESL and...

\*MAJ: What was the Bachelor's in Education or..

BIN: Education?

\*MAJ: Education.

*unlike*  
*more*  
*to be* BIN: ...a lot of theory. One of the things that I'll always remember about BU, a lot of theory, but not a lot of practice (laughter)

\*MAJ: Everybody's telling me that.

BIN: But it was OK. It was like um, a lot of, the people I went with that weren't also part of professional. Teachers' aid at that time and I mean, a lot of theory.

\*MAJ: OK. Do you remember the name of the courses some of those courses? The names, do any stick out in your mind?

*ce*  
*when to* BIN: Not really. I just took them. Curriculum I was one, math, we had to take a lot of math and science courses. I don't remember the uh, titles of courses.





\*MAJ: OK, but you had math and science and the culture. And what about your graduate? What do you remember about your graduate courses or theory? Do you remember any particular people that you studied about in your Umass. or any names of courses over there that you remember?

BIN: No. Um, Masters was in ESL.

\*MAJ: ESL, uhuh.

BIN: I mean it was everything about the practices and theories about how to teach. Yes they're at that point, I mean, a lot of people thought that Virginia Falles was the ? on teaching reading and writing in English, and there was a big difference. So, uh, it was mostly how to teach ESL and not...

\*MAJ: How is it for an English speaker? Can you tell me just briefly what would be the major differences?

BIN: Well it's like in English when you are like from the Spanish, like now I'm teaching Spanish as a second language and Spanish as a first language. In Spanish, and it's the same thing, like uh, when you teach how to read and write in the first language, you go, it's like a natural thing. Like how you talk or how you learned to walk. But learning a second language, is completely different. So you have to separate vocabulary, for them to master it..

\*MAJ: ...to teach a second language?

BIN: ...a second language. And I mean it's a lower, you have to ? lower case, not like when you teach writing and reading in first language.

\*MAJ: Oh OK. Right now, you're teaching both?

BIN: I'm teaching Spanish as a second language at the ? and Spanish as a first language, like teaching reading and writing in the native language.

\*MAJ: OK, so let me just see if I can just rephrase the facts. So when a bilingual teacher, a bilingual teacher in first grade, you are teaching reading and writing in Spanish, which is the children's .....

BIN: ...but the native....

\*MAJ: ...that's right. OK.

BIN: And then I teach SSL, Spanish as a second language to the native English students. Since



this is a two way school, it's different from the traditional school. Before I used to teach ESL and Spanish, now I don't teach English at all. I don't teach English as a second language and because I am Spanish ? and because this is a two way school. But before in a traditional bilingual setting, I used to teach English and Spanish.

\*MAJ: Oh OK. So you teach Spanish all day?

BIN: Mmhmm.

\*MAJ: You like that?

BIN: Uh, it has cons and pros like before when I used to teach Spanish and English, my English my talk was much better. It's been eight years I don't teach English, I don't practice English everyday, so I have noticed that my English, the way I talk has lost a lot. Someone told me that at the beginning, I said "no", it cannot happen. But if you don't practice and when I'm out of here, I don't speak English at all because at home, we speak Spanish.

*challenge*  
*practice*  
*the way I talk*  
*re self*  
*re L2*  
*per*

\*MAJ: Where are you from?

BIN: Puerto Rico.

\*MAJ: OK.

BIN: I like it. I like to teach Spanish, but I'm losing my English.

\*MAJ: OK, well you do your English with me, right? (laughter) OK, um, can you, when you think about your preparation to teach reading and your either your undergrad or your graduate courses, can you evaluate how prepared your college experience taught you to teach reading?

BIN: Well they were like out of all the classes that I took, I can say like two or three only teach me how to do certain things regarding strategies I use. I can say that by being a para professional, teachers say before and looking at the people that I used to work with and observing and doing it, practice was what made me a good teacher of how to teach reading and writing.

*the way I talk*  
*re self*  
*re L2*  
*per*  
*support*

\*MAJ: You got some from your course work, but mainly the ultimate from...

BIN: ...experience and my years of para professional.

\*MAJ: Wow, OK. But it was helpful, you're not saying that it was not helpful - it was helpful...



BIN: Yeah, it was helpful, because then uh, most of the, we have to do it on our own. I mean, a lot of reading and then a lot of research on how to teach reading and writing.

\*MAJ: OK, but it came from practice and seeing?

BIN: Mostly, I mean, uh, I'm a visual learner.

\*MAJ: So when you came out with your Bachelor's, you said you were para for a while, and then when you got your Bachelor's, that's when you began teaching?

BIN: Well I didn't uh, there were some incident that, the teacher that I was working with as a para professional Monday on Friday, she said, "Good bye, I'm not coming back." At that point, I mean, I was always, it was happening December, I was going to graduate in May. So, she said, "Good bye" and there was not a lot of teachers, bilingual teachers at that point, so my director of school at that point, said, "Well Binny you go, get it later", and I held it for ?. So in three days I have to go get it wavered, get everything ready from the teacher thing that yes I was going to pass those courses that I was taking. So in January, it started a long term substitute.

\*MAJ: And you actually started to teach kids to read and write in Spanish or to read and write in English?

BIN: Spanish as a para professional. Before I was teaching, before my Bachelor's degree.

\*MAJ: Oh, OK. That's good. That's great. Um, what have you learned since your graduate and undergraduate years - you said you came out in '84. What have you learned since '84, about the teaching of reading. And you talk about some of the things you've learned since college? Since '84?

BIN: Since '84 - I mean whole language was a big thing, but I have taught and I didn't go to college to learn that, because here we started the whole language school...

\*MAJ: ...at this school..?

BIN: ...at this school, like eight years ago and we have a lot of workshops about it. I mean, I knew something about whole language, but I was like, call it traditional teacher, like phonics, do a page every single day, one 45 minutes, one hour, blah, blah, blah, so uh, with whole language it was like an open window, like hey, there are all ways of teaching this kid. So that's what of the best things I have learned since '84.

\*MAJ: When you say whole language, tell me what you mean by that?

BIN: OK, like if I ? kids that I mean, don't need to be the phonics on whole language, it's not





*learning aids*  
*PP supports / insiders / outside / university / email*  
BIN: I took a workshop with people like Irene. I took them on Reading Aloud, A Guided Reading, with ? We had workshops with workbooks on how to, I mean uh, all this book on how to level and books and match kids with the level. And...

\*MAJ: ...you've been a busy lady (laughter)...

*support / outside / inside*  
BIN: Oh yes, and also we have an Annanberg Grant here that we have to, for the last three years, did every other week, before it was every week, now it's every other week, to look at study work. So that has helped me a lot. The workshops that we have taken for certification, but I mean, it some teacher here in school, we went over that extra mile, because he was looking and studying for it and uh, analyzing how the kids are doing. Then became the language R like the prongs on the standards and the kid questions and all of that. I've been very busy but in this school we have a very good team of colleagues and they meet by grade or by level...

\*MAJ: ..uhuh...

BIN: we've been doing that now ??? so that uh, that helps us a lot and helping me...

\*MAJ: ...yeah, meeting with your grade level..?

*1st / 2nd / 3rd / 4th / 5th / 6th / 7th / 8th / 9th / 10th / 11th / 12th*  
BIN: ..yes, because I mean, sometimes we be called and I said, "Hey this kid no matter what I do, he's not learning, she's not learning." I mean like the second grade teacher, or the kindergarten teacher, will tell me, "OK you can try this, I have tried this before," same I could do with others and uh, hey if she's not learning, I'm teaching language art, at this time, so send that student to me, so I can help.

\*MAJ: That's working with your colleagues, that's nice. Um, so you don't put it to a specific point in time you changed, you just, you know, the workshops over the last five years, whole language began, what....(overtalk)

BIN: ...I mean everything...

\*MAJ: ...a lot of reading, OK. As you think about your work over the years, since '70, let's say when you first became a teacher, the teacher had left and you became the teacher, um, has there been anything that made it easy for to change - maybe a person in your life or an event - what has made it easy for you to change over these years? You've changed a lot as you talked, so what has made it easier, who has easy for you to change? Anybody come to mind or anything that comes to mind?

*challenge / 1st / 2nd / 3rd / 4th / 5th / 6th / 7th / 8th / 9th / 10th / 11th / 12th*  
BIN: One of the things that's changed, maybe I don't know, before I wasn't that religious, now I am (laughter). I remember ? like five/six years ago, I had a student who was driving me crazy. I mean, I used to come here, I mean I use to hate coming to teach, that kid would



scream at me, he would curse me, he would talk - he was a second grader - and he was (can't understand) it was like, I said what is going on, I don't, I mean before I can say, OK I'm teaching because I like to teach, but then, I mean, I cannot stand it, because my husband works and I cannot stand it. But at that point I couldn't say that because we were just buying a house, I need this job. So I started going to church every single day before school.

\*MAJ: Mass, to mass?

BIN: Mass, 7:00, 6:30 I'm there and I used to, I mean like, and believe it or not, that is what is changing me the most. I come here in the morning, I've been to church, I have taken communion, it doesn't matter what is here. So that changed me a great deal. I mean, it shows like, I mean, I go through the day and I have my ups and downs, but I mean that's one of the things, that, that little boy changed me. And after that, I mean, he was the same but I was able to see him and to talk to him, talk to the family, which I couldn't STAND it. I said, OK, I go this way, and you go this way, and we meet in a certain, and I pray a lot for myself and for that child (laughter). So that's what changed me. And also, one of the things the environment in the school. I mean, if I need something here, I mean most of the people feel, Binny why you being on ???, you can be doing something else, I mean you don't have to be teaching English and Spanish to non speaking children, you are bilingual student, you have your Masters in ESL you can be doing math ??? feel better, but one of the thing here is that I need some materials. I mean, I have everything that I ask, well not everything, but I write a note to her and if I, I mean, I have the confidence in my board, and I said, "Hey, I need this, or that some advice, or some relief at lunchtime because I don't know how to do this." Like if I switch this, I don't understand I can come to someone that knows.

\*MAJ: That makes a difference.

BIN: Knowing that there is someone that I can go to for help. I've been here like fourteen years.

\*MAJ: That's nice, that's very nice. Has Isabelle been here for that long?

BIN: No I was here first.

\*MAJ: Oh, you were here before, I thought so. What has not been helpful as you think about your change in your teaching? What has NOT, or WHO has not been helpful in terms of changing your teaching practices? Does anything come to mind as really getting in the way of your changing and shifting teaching practice, is there anything that really gets on your nerves? Something that really gets in the way as you look over the years or got in the way, in terms of your teaching practices changing? Anything that comes to mind?





BIN: Nothing really.

\*MAJ: Anything that made it hard for you to change your practice?

BIN: No, because sometimes we, I have some discussion, I go in with parents. Like when I started SSL and they came. I don't speak Spanish at home, I said, well you know, when they come to the school, they are learning Spanish, I'm teaching Spanish, because I started giving homework. No, but I don't, I cannot work with them. I said I know but whatever homework is, it's so easy that if they are paying attention and the cards this year, I mean it's easy for them to do it. And sometimes, I mean, it's not also the parents of SSL that ?? Spanish, mostly when you get report cards or give out warning notices that they, I mean, the only thing that I, sometimes with the parents they don't give the attention that the student need. And being a parent and being a, coming from a large family where there's a lot of kids, I mean, but, you know because I'm working, I know, because I work too. But in order for me if I need to meet with my teacher, my charge teacher, I mean, I have to do it at night time or early in the morning. So parents are sometimes the things that, I mean, I think about and they don't, they get on my nerves. (Laughter)

\*MAJ: OK, alright. Now this next one is a question, every time I've asked it, you know, teachers have said, "This is kind of hard." But anyway, I'm gonna ask it anyway. If you were receiving an award as Educator of the Year and you had to write, there's a thousand people in this audience, that you've gotta speak to, to receive this award and you have to write the introduction. In other words, you have to be introduced to the audience, but you have to write your introduction so they know why, you know, what is it that makes you Educator of the Year. What would you say in the introduction? What would you want those people to know about you as you receive this award - Educator of the Year?

BIN: One of the things that I would say, and I always said that, I mean, I am here not because, I don't deserve being here, I mean, I would say like, when I say I couldn't make it without two people. That's why I don't, if you like at my house, I mean, there's a lot of things on the walls, my diploma is not there. Because when I received the diploma, I should pass it on to my husband and my older sister. Because without them two, I would NEVER make it, because, I mean, I got married in 1972, I mean, I had to work full time and then study. And I went to BU, worked night time for 1976, I had my first child. So my husband and my older sister they took care of my kids. In 1981 4<sup>th</sup> baby was born, so another one, so they took care. I mean, I worked the ?, but it was like they took care of everything. I wouldn't be here, they give me support when I went to BU, one of the things, I know, what a paper was, but when they said that I have to do a term paper, I didn't have the slightest idea of what a term paper was. I wasn't, I mean, I didn't know the language at that point. So, I mean, my Remington typewriter was ?. So my husband and my sister, even though, both of them, I mean, they never went to college or high school level, but they were there, you can do it, Binny, you can do it. And every time I came home and I threw everything away, I started crying, my husband said, "Aw, you'll feel better"





tomorrow." So that is one of the things, my award because I have worked for it, but I'm here because of those two people.

\*MAJ: Those two people. So, it's really a family..

BIN: I mean, I've been doing my part, because I'm experienced and been here 6, 7 hours a day, but I mean, I'm here today, because of what's going on.

\*MAJ: So now I'm gonna follow up with that. So let's say, you, I don't know, Superintendent P? is coming here, you know, is going to have all you teachers in one room. What would you want him to know about you as an educator, while you are an excellent educator, what would you want, or what would you say to him if he said to this group of teachers - OK, I wanna know why you think you're the best or why you think you're good at what you do - what would you say?

BIN: I would say, that I'm the best because I care about the students. I give my time, not only here, but at home for the students. I'm there for them, because it's not just being a teacher, but I mean, here in school, but you have to be there for them, if they call you at home. I mean, most of my parents have my phone number, so they can call me at any time. I'm here early in the morning, so if the parents want to meet with me or if I can stay late, it shows that I have devoted my time for the teaching and I care for the students. Parents know, I mean, I offer myself to parents, so I give my time, that's what I do. And I love to teach, I just love to teaching. After my like five years ago, my husband said - why don't you go and get an administration position I mean we'll get together and we'll pay for the college - no way. I mean, I don't to be in the ? from anyone. And I said, - no, no, no, please, I love teaching.

\*MAJ: What do you most love - the kids?

BIN: Every thing. I just, it's just like 1<sup>st</sup> grade, now there's no one who likes to teach, I have to. No one like to teach 1<sup>st</sup> grade.

\*MAJ: I know, it's hard work.

BIN: I mean, four years ago I have a pot of tea, and I said, -Ms. Montez, why are you killing yourself working so hard, these kids they are not going to learn - and I was furious and it was the end of Sept. and I said listen, my, yeah end of Sept., no they are not going to change, I said my reward and reward would be these kids if something happens ? they would be enjoying and they would be learning, and they would be reading, writing, I mean, they will be another ? in Dec. and I cannot...

\*MAJ: That was really terrible. (Overtalk)



BIN: Let them learn

\*MAJ: You really believe in the kids, that's wonderful. That's great. Good to hear. OK, what is your definition of reading?

BIN: Oh my goodness!

\*MAJ: How would you define it?

BIN: My definition of reading - well reading is a process. I mean, you learn every thing about learning how to read. These kids in 1<sup>st</sup> grade you give them some tools to use, but they never stop learning. The first thing I do in reading is, you know, that you can read whatever you want, you can write whatever you want, with only, like in Spanish, let's sound the alphabet. You know everything is writing and it's like the ? for them. So reading is a process that never ends.

\*MAJ: When you say tools to use, what do you mean?

BIN: Tools that gives you the strategies that you use um, ....

\*MAJ: What's some strategies you give the kids?

BIN: For reading - OK reading the first thing, when I start reading with them, like I always say, OK, to be a good reader you have to know up and down, because?, left to right, we know the alphabet, we know how to the difference the word the whole phrase and then, chunks of things and then complete sentences. And all that um, skills or tools or techniques that they know how to do it and that's (tape ends)

\*MAJ: Has your definition of reading changed or did you always define reading the way you just described it to me? Or has it changed?

BIN: I guess it has changed, because I have like before I always teach about uh, using phonics and I was one of the things that I was using, I was doing the teaching reading to a whole group. Now it has changed because some kids, most of the kids, get lost in a whole group. One of the things that I have um, learned lately on this ELLIE training is the guided reading. I have never done guided reading before. So we started it and I love it, because with those small, before we have books, we have always had books reading books as teachers, you know, but it was we were teaching, like what we were told. This is the book that you have chosen, there are certain books that you have to finish for the whole year. Now I don't care about the textbooks, I mean, I just look at them and there are some skills that the kids have to learn. But there are different ways, I mean, I teach phonics, yes I do. But also guided reading and I have tons of books here and before all the books were like - those are my books - now the kids, I mean, like they tore the books





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and I ask for some more and if it's available. Bit I go to another workshop that give books and I have changed in that also - how do I treat materials. The materials are here not for me, they are for the kids and if they are learning, I mean, the books, I have a lot of big books; when I start with the big books, it was like, hey, these are my books and I mean, if you break it, you pay! Now they break it, most of them have tons of tape and I mean I have fixed them many times, but, its just for the kids.

\*MAJ: That's great. OK, can you define assessment and describe the way you assess and keep track of your student's progress in the classroom? How would you define assessment?

BIN: Well assessment wasn't a thing that I had a lot of use to, it's lately like the past three years that I have been assessing. The observation survey with kids and I mean, it's good because, when you do assessment, like this year, I've been doing assessment math in math, and language art. When it comes, I mean, I have parents come in and when they come I can show them this. Hey, this is what we were doing this is the person, I don't have to, I mean, look there here and everywhere for the kids work it's right there in a folder. Also with assessment is uh, it's easy to do report cards. It's easy to report cards, but when the parents come. It help me also what this particular student needs. OK, because again, 25 kids, 25 different needs for each student. So assessment help me grade and keeping track of the needs of the student.

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\*MAJ: OK good. So you use the Observation Survey and you're learning running records now. Anything else your tool assessment tool you use in your classroom? You have your student portfolio - what do have in that portfolio - you have portfolios or...?

BIN: I have uh, we have to have a log, write in the log. And also we have to keep a ? folder and mostly um, I'm doing also, I'm using, we have to ? for Spanish we have to print the series and it's a lot of assessment there.

\*MAJ: Yeah, I don't know that series.

BIN: And I use that.

\*MAJ: And you use this a lot?

BIN: Yes we do.

\*MAJ: Oh good, great.

BIN: For assessment.

\*MAJ: How long have you been using this one?





BIN: I've been using it for four years now.

\*MAJ: Now does a set of books come, what is this?

BIN: Yes, we have like this book here ?? is the book and ? is the second one and ? are the books for the first grade and also they are like grade level. And this completely has transparencies, it has writing, it's complete. And mostly I'm using this for the assessment. Because Marg Craig have to do it like three times a year. And then with this, I mean, almost the same skills in different ways, the same skill but in different way so students then they will do better.

*ice* \*MAJ: So is that the one you're doing, the Clay Survey, that's the one you're doing now in January and June? *P. 1-2*

BIN: We did it in Sept.

\*MAJ: Sept. and then you're gonna do it again in January.

BIN: January and then again in May.

\*MAJ: So that's the Clary Survey you're doing?

BIN: Mmhmm.

\*MAJ: Is that with the running records? You doing that with the running record? There's a running record part of it.

BIN: No not with the running record.

\*MAJ: So, for you continuous for the text part for the reading level part, what are you going to do?

*some r* BIN: *OK* OK last year we did it with they recognized the words and then I, I think we take running records at the end of the year, but we didn't do it at the beginning of the year. *12/1*

\*MAJ: OK.

BIN: We didn't do it at the beginning of the year.

\*MAJ: And you're take it on a book, one of these books, is that what you take your running record on one of these books? Your running record part.

*for* BIN: Well we haven't done running record. We did running record last year, but it was for the *pr. 1-2* *sys* *MAJ*



sake of this ? program.

\*MAJ: Nothing on an instructional level?

BIN: No.

\*MAJ: Oh, OK. Cause you can do that, even after a kid is in the study, you have two kids wherever they are, well I don't know, probably here, is that where they are?

BIN: Well the one...

\*MAJ: ..so the running record can be done on this right now, then if she moves. So that's fine. I'm glad you have, this looks great. And how has your assessment changed?

BIN: Well, I'm learning and uh, I don't know, I've been doing it mostly seriously part of last year (laughter). Barbara used to come last year and said you have to do this, and I said when am I going to be here until 9:00. I can't stay because ??? and it's a great tool, but you look at it and it's like a graph and I hope once I get more familiar with it, things will go easier.

\*MAJ: You will. You'll do it so fast you'll be able to do it really fast.

BIN: Yes, so that's what I'm hoping, because right now with the running record, I know, I mean, running record, taking running records is very easy, but then analyze it and it takes. is this an error or I mean a separation.

\*MAJ: You'll learn. You'll get more familiar and you'll learn to do it fast.

BIN: That's what I'm hope, because I mean I think, once you learn it, the teachers like it more.

\*MAJ: It is, and you'll really know what those kids, especially kids at the bottom, those kids who are really not doing well, you really want to know, like you said, what they need and the running record will really help you with those kids. OK, and so you said it has changed. How did you used to assess before?

BIN: I used to...

\*MAJ: ...very early on...

BIN: ..end of test and a unit test, observation. I used to um, a lot of paper that I develop myself and that's it.

\*MAJ: So the end of unit of test, that's where most teachers did observation.



BIN: And in math it was end of the unit and chapter.

\*MAJ: And in reading you did the, what the end of the basal the end of the unit in the basal in terms of reading.

BIN: Yeah. I mean nothing else was there.

\*MAJ: So you just developed your own.

BIN: Yes over time.

\*MAJ: When did you start using the other one you just showed me?

BIN: The ??

\*MAJ: How long have you been using that?

BIN: ?? has been for four years, but last year and this year, I've been using them the most.

\*MAJ: The most. So before then, it was mainly teacher made, things you made on your own or the end of unit tests in whatever. Were you using the basal?

BIN: Basal, yes

\*MAJ: There's one by Brown and something

BIN: ? Brown,

\*MAJ: yeah I think that is what some of the students, Mckaya, did you use that one?

BIN: Never used that one.

\*MAJ: My last question is, why are you participating in this research project other than that I asked you (laughter) and that I asked Isabelle and Barbara to ask you!

BIN: I mean, it's because theory. I want to learn more about the theory because I attend meetings, I mean I want to have information, that when I go there, and someone says, that I know what it is when I go there. You have to know how to take running records, yes, I've taken this, I'm doing this (laughter) with this people. I want to be a good teacher or become a better teacher. I mean I like to, I think things have helped me as I said this perfect world that we have had here in school. Mostly I listen when I go to these things, but I mean then I can become, bottom line I have to, I want to become a better teacher. How to help my students and I think this can help because I mean, there are people who are in the same boat that I am.

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\*MAJ: There's another bilingual, actually she's a bilingual teacher, but she works with English speakers, children who are learning to read in English, but she is bilingual. Her name is, and you might know her, Margie DeFonie, do you know Margie? She's at the Agnes and she's bilingual but she works with English. She's going to use the English format.

BIN: So I'm the only one who's doing it in Spanish?

\*MAJ: Yeah. But I looked very long and very hard because I didn't want to do a study without a bilingual educator in the group. A bilingual who works with bilingual.

BIN: ???in the school that is participating?

\*MAJ: No because I only needed one. I think Barbara approached her, what's the teacher's name. She said you work very closely with her - what's her name?

BIN: Mrs. Laselma McKenstry.

MAJ: Yeah, LM, that's right. But I told Barbara I only needed one, cause I'm working with eight and had seven and I had an eighth English speaking teacher, but I didn't want all eight English, I wanted someone who's working with bilingual children. Margie works with, Margie's bilingual but she works with English speaking children and I really wanted someone who works with Spanish speaking. Because I think you bring a different perspective to us as English speakers about literacy and learning, bringing in another view. I think we are getting more Hispanic children and monolingual people need to understand more about bilingual Spanish children - children who speak Spanish. Yes that's why I really wanted you in the group.

BIN: OK, I'm in, I want to learn more, For the benefit of the school and for my own information so I can talk about it - running record, I mean I don't know anything about running record.

\*MAJ: It's new to most people though.

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BM

FEBRUARY, 2000

\*MAJ: Talking with BM, what are you thinking about reading instruction as a result of your involvement with this study group? Just what you are thinking, not what you are doing yet, I will get to that in a moment, sort of what you were thinking before you got involved and what are you thinking about reading instruction now that you are involved, how has your thinking changed, I guess is what I am getting at.

BM: Reading instruction, well before I didn't really assess many strategies I was using before. Maybe I was using them, but I wasn't letting the kids know, like what to look for when they read, strategies like looking at sound. I taught beginning sound and I taught ending sound, but to tell the student, hey listen to this and see if it sounds right and take your time to figure everything. So then with this group I am more, spending more time individually with the students, even though sometimes I don't have, I will see the kids every week and I give them my attention, individual attention, and that helps more than reading would as a whole.

\*MAJ: Ok, so when you say you don't see them every week, is that mostly whole group?

BM: No, I mean that I don't see those who really needs, because not all of my students need that special attention, so I pinpoint and spend more time with those that need it the most, but sometimes I don't see them just every week, I have to overlap and see them like..because I read with them every day, but see them not really.

\*MAJ: So how often do you see, is she in a group on her own?

BM: I see her everyday.

\*MAJ: Ok.

BM: Ok, I read with that group everyday, but pulling her to give that extra is what...

\*MAJ: Ok, now this is just what you were talking about, what are you thinking about your focal students, tell me a little bit more about the two children. Just a little bit more that you are thinking about them, since you have been involved in this study group, what are you thinking about those two kids?

BM: Ok, with Janellis I see she can learn more, sometimes I think, that she knows more than she shows, but something is preventing her, because she wants to do things her way, and if she is going to do it, she wants to...that is okay, but we don't have all the time to work with her in small groups, she just won't do it, she refuses to do it.

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\*MAJ: Ok, when you think about Janellis, that is now, so before you let her in the study group, how is your thinking different about her now and then, before you got involved in this?

BM: The only big thing that has evolved with this group is that I wouldn't be giving the help and attention that I am giving her now because I think you can do it, you might think ...because I don't have time for you, but since I have been working with this group make me aware that this is an individual child and I need to give her attention.

\*MAJ: Ok, anything else you want to say about Janellis?

BM: No, only that I will keep it up, I won't quit (laughing).

\*MAJ: What were you thinking before and what are you thinking now, just what are you thinking about Marilyn?

BM: About Marilyn, one of the reasons I chose Marilyn for this observation was because her mother came to me and told me, she is a new student in this school, and the Mom told me that in the other school she was....



\*MAJ: Oh,

BM: So I talked to the mother and I said give me until December to see sometime before school closes, and then we will see if she needs special education, because at that point I didn't see any needs for special education.

\*MAJ: Hm, mm.

BM: So Marilyn came to me in the program in November, and she wasn't....and now she knows some reading and writing, but she is not working up to grade level, but now I am sending her to Ms. Landing for one to one for 1/2 hour. I think she will like her because she is shy and she tries a lot and she always do her homework and she really tries.

\*MAJ: Ok.

BM: It is already February and I don't see the need and I haven't done the papers for the course.

\*MAJ: Ok, good, that's good. What do you think about the running record  
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BM: Running records, oh baby, (laughing). It really is not like we are having like parent counselors and none of the forms that I am using to show parents in the conference is the running records. Because there and there was a running record of a child and of course the parents don't know what all this, I have to I explain them before I have to like remember, what is he doing in writing, what does he do in writing, with one record I can have and this is what he said that he said that the .... and that is a visual problem. But I was able to tell them hey this is the problem, that he is not doing this, he is not looking carefully.

\*MAJ: Hm, mm.

BM: You can see clearly with this running record. Before I would be like what, what, what's wrong with him. He knows this, but he doesn't know how do I explain to the parents. So running records gave me this. And also for me to because I can pinpoint this area for each student and when I have the time like with Jennilee, then I teach them for 15 minutes or so in a small group, I can teach 4 students, because these students need to be taught...so that shows their needs, so I can do that and I have to prove that.

\*MAJ: Good, that's great. Due to results from the running record, can you describe any instructional practices you have used and how the students learning would impact the focal student. Let's go back to Marilyn, um, you have done some running records with her, can you talk about, um, your views with her and how her learning was impacted?

BM: Well, before the running records, I mean she likes to use books with the letter words even inventing her own studies, not lately, of course, all running records were wrong, I mean not wrong, but a lot of mistakes and I stopped that. Now, what I am doing is, I am taking books and I let her read it first and then if she, of course she has a lot of mistakes and then I go back and teach her the words. It is like a pattern.

\*MAJ: Hm, mm.

BM: Which shows like, I am a horse, I am a cow, I am a cat and she can learn that part and then when she does not know a word she goes to the picture.

\*MAJ: Hm, mm.  
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BM: That way she is learning repetition, repetition. And she takes the books home, when she knows that she is reading a book of 2 or 3 sentences, she takes that book home and the running records are better now, this is starting





just..but at least I am trying to teach her 2 or 3 words every week.

\*MAJ: Hm, mm, she's got the pattern, she's using language, and from what you said she is using the picture, um, does she reread, does she do that?

BM: Yea, yes and then she goes pointing to each word before and she is trying to read and she is actually reading what was in the text.

\*MAJ: She is matching.

BM: I mean before she matches she was inventing her own, she was telling me her own story and now she is reading what is in the book and that is a big difference.

\*MAJ: Hm, mm, ok, ok. What do you think has helped her read what is in the book. Is it pretty much that you noticed she wasn't doing that and you taught her and therefore she sort of picked it up on her own?

BM: I think it is because I have told her think of the sound, because you know the alphabet, you know from syllables, so apply that when you see, you have to look, you have to take the time. I mean she is so hyper that she doesn't take the time to look, she just guesses. So I say don't guess, look at the word, you know the sounds of the alphabet letters so it has been taking a lot of time, but..

\*MAJ: She is not looking at just the sound, but she is looking at the pictures.

BM: Yea, hm, mm.

\*MAJ: Yea, ok, do you find in your own teaching, that you use a wider range of strategies, due to the running record, or before you might have been like doing so many kinds of things, but now you are doing different kinds of things in terms of your teaching?

BM: Yes, and I usually would have, what I did before was I am a more independent teacher now. Like I can, I know that I can have some of the students working by themselves.

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\*MAJ: Hm, mm.

BM: And that could be because of the running record, and also by the training that I have had on the program that we are implementing, that we have to have sensors, but yes I am using ...

\*MAJ: Tell me more about what you meant when you said you were more independent in your teaching, tell me more about this?

BM: Before it was not, I considered myself a traditional teacher. It was not like my teaching was teacher sensitive it was child sensitive where I want to be in control (laughing). But now I have more confidence, is it confidence or I have 20 students, hey you have to be independent, you have to, these are the instructions you can do it on your own.

\*MAJ: Hm, mm.

BM: And I have to give more attention to the student and I can see more students that way, because I can come and see what they are doing and then I can go and have a guided reason lesson alone. So I am more independent. Before it was monitored groups because I have to be in this group and a paraprofessional watching this group, so, but now, if they have, now I let them lead and they teach me learning, they stay calm and they let me know if they want to use a tape, or the headphones. Before, I didn't even think about it because if I was not here, you are not going to take that record player and now I mean I made a mistake, because they are looking at the books, they are listening to the tapes.



\*MAJ: Hm, mm, ok. As you think about your work over this past year, what has made it easy for you, since your involvement with the study group, what has made it easy for you to make the change you made?

BM: Easy for me, hm, the grouping, that has made it easier, because if you have different groups, the more groups you have, and the more centers, the more time but less students you have within a group. So you can have, like if they have a center, students have a listening center, students in guided reading and students in a writing center, you know, you focus on even for 20 minutes, you are focusing on that group. So that gives me more time for the students to...

\*MAJ: Anything else.

BM: Um.

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\*MAJ: ..., at the school wide level, system level, something about the study group, have any of these things made it easy for you to change?

BM: Not that I can think of, I mean if you are not open, like with my paraprofessional, she has her own groups and I would be more...with her before, with the paraprofessional, everyday I would say this is what you are supposed to do and now I don't do that often. I mean I let them be more open with the students and encourage the students to give more time, but not like a lesson plan everyday.

\*MAJ: Ok, um, what has been challenging or not helpful?

BM: In the study group?

\*MAJ: Yea, within the study group or something in the system or something at the classroom level, anything that has been challenging for you?

BM: Challenging would be all the assessments that we have to make, has been a challenge. Before I wasn't doing it, and this year we have had medical observation, have been given my own assessment literacy test at the end of the unit or I have been using the...and that is a lot of work.

\*MAJ: Hm, mm.

BM: So what I have been doing ...I am keeping all this in a folder of their assessment with the paperwork, even though in the beginning I said what's this...because we need another day in order to really keep up with the paperwork, so what I have done, now I think is that my reward is as I have told you before is I have something to show parents and to show myself and to show other people, the growth, or the academic growth or no growth of that student, so it was a challenge, but with practice and I know that I am at the beginning stages of this, but um, challenging with the support of this group I can share an idea.

\*MAJ: Hm, mm.(laughing) Anything else that has been challenging or not helpful?

BM: Um.

\*MAJ: At the school wide level

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BM: Oh, no I mean the school, the school would be looking at the student's work and we have I mean in this school I think that we are one of the lucky ones, because we have people from our side that they come and we sit down and look at student's work almost once a week, where um, also looking at student's work seeing the guided



reading and the running records they do to help her...so within the school no complaint, I have the support of Ms. Mendes and my co-workers, so I don't have any complaints about the school. A lot of work, yes I complain about a lot of work, but..

\*MAJ: Can you talk more about the support of Ms. Mendes and some of your colleagues, can you be more specific about the support?

BM: Ok, Ms. Mendes, um, um, I can count on her, like if I need something, like materials, I can go to her. Also, um, she had with professional development, she gave us a lot of facts, too, not only has she given us opportunity to participate, she participates herself. This is a great plus because I mean, hey we have to do it, but she is not just showing us that we have to do it, but she has to do it too.

\*MAJ: Hm, mm.

BM: I mean if I have problems with the students, behavior problems, academic problems, I can go talk to her, talk to Ms. Washington, talk to Mr. Curry, and I have confidence that they are going to listen to me and we are going to do something about the student. That has been every year...so they come look at the student's work. I have been talking with all the students like last night one of the teacher's from the other schools said Benny did you...oh, no writing problem, and I said what...I told her and I said the school has to provide, I said yes, because she is a substitute, yes, I have nothing. The school has nothing and now I have to come up with this writing and I don't have any idea of what it is. So, here we have people who if I don't know what it is, I go to Ms. Mendes and I say I don't know what it is. If she doesn't know, she will find someone to come here and teach us...so and with my colleagues, I've been here long enough and I can count on them for anything, anything.

\*MAJ: Hm, mm.

BM: And I will get support.

\*MAJ: Ok, great. Define reading  
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BM: (laughing) Oh, oh, you always come back and ask me that. Define reading.

\*MAJ: Certainly looking at it through the study group.

BM: I have been trying it is an ongoing process. It never ends. I have students I know how to read, I know how to write, but there are always mistakes and there are some that always know that they have to teach, so reading is, yes you can look at symbols and look at words, and look at pictures, and this will help you, but it is an ongoing process...it never ends.

\*MAJ: It never ends, hm, mm. Ok, define assessment.

BM: Assessment, oh, beautiful assessment, hm. I see assessment as a tool that really um, helps you to know your student's better and assessment tells you what to do next with every student. One student can be in one area while another student can...so um, assessment is a tool and...the beginning is overwhelming because of all the things we have to do. But assessment is um, it is easy to assess a child.

\*MAJ: You mean it is helpful, even though like you said you have a lot of things on your plate, but you see it as a tool.

BM: Yea, because I mean if you assess your student then that leads to other things, makes those other things easier to accomplish, because I mean, you assess the student at the beginning of the year, so you find out what that child needs because you don't waste your time on other things.





\*MAJ: Hm, mm, hm, mm, good.

BM: And you can place the student in the right group, so.

\*MAJ: Hm,mm. Good. Have your assessment practices change and explain your answer by providing a now and a then example?

BM: Well then I wasn't doing assessments, not really.

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BM: Pretty much what you say about the running records, you have the parent come in and say that the child is doing this and not doing that, they should have checked the first letter or whatever, or you had to like think. Like before um, ...I wasn't and I haven't been trained for that, but I took the time to read all the things. Last year, it was always, why do we have to do this and it was because of course I was doing it in April and I didn't do it in September, but this year is something that I look forward to do because I had done it in September and I had done it in February and I sit down and I can see the growth of the student, what did they know that they did not know in September. What are the mistakes that they made now. Now in general, if those are the same mistakes, (laughing) I mean its really that it is that is another thing that is time consuming, because it is Ok, they didn't use the finger, they did it in ...but I sit down with those two kids in front of me, what did they do and then ask ...students, ...

\*MAJ: That's great that you find it a good tool. Now um, how has what you are learning been used with other children, what you are learning in the study group, how has that been used with other children?

BM: Well I have been, you mean I have been using this with Janellis and Marilyn as a tool I choose, but what I have been using in a group at the ....like small groups, I have running records I do running records with Janellis and Marilyn, but I do I have a running record for my students.

\*MAJ: Oh, yea, that's great, uh, huh.

BM: So I have something.

\*MAJ: And how are you using that information when you do the running records for the other kids, how are you using this information from the running records?

BM: For the other students?

\*MAJ: Yea.

BM: It is the same, where ...like a, generally I gave Marilyn observation studies and ...where we were ready to go to the third book. So there was a running record that I have to take using part of the story..for all of them, so that gives me, like um, how the strategies that they, I remember you when you said take the finger off at the last meeting.

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\*MAJ: Hm, mm, hm, mm.

BM: Because one of the students, I don't even know, but I remember when you said that...(laughing). Fingers off, fingers off...so those are the little things that you remember when we meet and then I remember (loudspeaker).

\*MAJ: Ok, tell me something you have learned with study group colleagues, from talking with your colleagues, the 7 other teachers, has anything that you learned from them been used with other children? I know you are learning from the group as a whole, but you know, in your talk with one of the 7 other women, have you learned anything from them, specifically, and used it with other children. I will give you an example. Cynthia had talked with



Connie about a child who was misbehaving, so Connie told her to put the child in front of her so that she could reach the child, and that is an example of what Cynthia learned from another colleague, not necessarily the whole group, but just in talking with another colleague, something that you learned, that I would say you gave Connie, you know the running record you shared with Connie, that was a way that you helped Connie, so I was wondering has anything happened with another member. Information that you got that you could use back in your classroom? Has that happened for you at all?

BM: No, I haven't,

\*MAJ: Something they said or shared with you specifically that helped you with others back in the classroom?

BM: Not really.

\*MAJ: Not really, so it more about the whole group.

BM: Yea, the whole group.

\*MAJ: Ok, um, last question. To what extent does the study group model fit your professional development needs as a veteran educator?

BM: In other words, how?

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\*MAJ: Coming together, going back and trying things, reading the book and having to come back, the reflections you do, the running records, how does the whole model of that study group fit your learning? Is that an easy way for you to learn, a supportive way to learn or would you learn better another way? How does that whole model fit your need as a veteran who has been doing this for a long time.

BM: Yea, that is what I, one of the things that we are saying is because we are veterans we don't need help, so this group has, I have realized that even though no matter how long you have been teaching, there are other colleagues in the same spot that you are and we all need help with this. I mean a group sharing ideas and the comments that they made, I mean taking the time to go for this, most people wouldn't do it, but we are getting something out of it. It is not a boring thing.

\*MAJ: Hm, mm.

BM: It is just something that you go to, you participate in, you are given the time to talk and also you give like a big lesson, a nice lesson on how to things that we are going to use in the classroom, even though I have taken running records before, but some specific, it is not boring and it is.

\*MAJ: It's not boring. (laughing).

BM: It is the group that you, its a live group and you give it more life with your lessons like very specific things that you don't ask, spend time just talking, talking, talking. You go to the point and they, those points are to be used, they are very helpful. Like we, at least I am going to use, back in the classroom.

\*MAJ: Hm, mm.

BM: I mean (laughing)..

\*MAJ: I mean you are tired and its the end of the day and I feel like teachers are tired, but they want to come and



learn something.

BM: So we are and even though we taught very good lessons on running records before, but then the analyzing part of the running records, the last part that you taught us to do, they didn't teach us that and I think that is a very important tool, because it gave you ok I guess this child is more visual and this child is more mechanical. I mean meaning and structure so that I like the group.

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\*MAJ: You like the model.

BM: I like the group and I like the time that it is not a wasted time. You come and you start and I mean it is a frame of time that, 1 1/2 and you don't make 2 hours. That is very important for us.

\*MAJ: Yea, you have families, yea. Hm, mm.

BM: Yea, it is great to be in this.

\*MAJ: Good, great. Anything you would change about this, anything you would want done differently?

BM: The group?

\*MAJ: Yea.

BM: Um, the only thing is mobility. I don't like to travel all around, so that is the only thing I would think about.

\*MAJ: Hm, mm. You would rather go to the same place, is that what you mean?

BM: I'd rather, I'd rather.

\*MAJ: Ok,

BM: That is the only thing that I don't like about the group.

\*MAJ: Ok.

BM: Maybe I am a person..

\*MAJ: No, I think it is just getting lost when you have worked all day. Any other comments you want to make about the project or your involvement that I haven't touched upon in our talks?

BM: As you mentioned before, maybe one other thing I would do is take like 10 minutes, because you asked me this question about what have I learned from another specific teacher there. Maybe in the future, if you plan to do this again, maybe you give us 10 minutes, 5 minutes to talk, because that is one of the best ways to learn.

\*MAJ: Hm, mm.

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BM: Like you said that there was another um, teacher that talked about this or the behavior problem, healthy children, so I am a person that..

\*MAJ: Hm, mm.

BM: You have to...you have to talk and if its 5:00 I would leave, because that is..maybe within the time frame if you give time, problems that you have had or anything that you would like, other teachers will agree upon.

\*MAJ: That's an idea. Anything else?

BM: No, I mean if I had to do it I would do it again, it has been very helpful.

\*MAJ: Ok, good, let me turn this off now.





Q. And our first question is what are you thinking about literacy now that you weren't thinking about in September?

A. Well, it's more...I have just more literacy with the children, and I mean with this study group, like literacy is all over. Sometimes if like literacy it just have to be like the language art also. But now, I use literacy with science and social studies, and it's a real broad panoramic issue and I use it a lot.

Q. More so than you did earlier this year.

A. Yes, because what I usually used to do was that I show things...there wasn't [inaudible] a lot of time to cover the whole thing that was like in the series that we have to cover. So mostly, I was focused on that series from, I mean, teaching that series, that book. We have to cover five books in first grade. Okay, this is it. And I was using also...I mean, books that I [inaudible], I was attached to the theme or to that unit. But this year, I have used more books—like the small books that I have here—and I have given the children more time to explore by themselves and connect to different subjects.

Q. Okay.

A. [inaudible].

Q. All right, what are you thinking about your focal students as literacy learners that you weren't thinking in September?

A. One of the thing with this [inaudible] student that I...I don't know if it is an advantage...of this advantage is that I have become, quote, know the family better. And I have, like my principal, Linda [inaudible], focal student, but there's so many things happen in the house that I wonder, like remember at the beginning that I have...and I felt that she couldn't do it anything, but when you came and you take a lesson [inaudible] her, what she could do, it's still the same. But she is a very disturbed child because of what's going on. And I have known this because, I mean, I want her to do the best and all the students, but with her, and see if I pick her for this study, I have to come closer to the mother and, I mean, and know the family better. I mean, I don't know with this child. She's learning. She's still, I mean...

Q. Can you talk more...talk about...talk about her as a literacy learner.

A. Okay, she has...she has improved a lot. I mean, I...she knows like all the strategies of good readers, and she love to write and she love to read, but every time that she does something, you have praise her or she will ask you, "Am I doing right?" And I have given her a lot of independent time, like when they go to specialist, I keep her, and when I don't, she ask, "Miss [inaudible], are you going to read with...am I going to read to you today?" So she loves to read, but when she...she's getting there, but she has a long way to go, but she is...

Q. What strengths does she have now in terms of strategies? What does she...what didn't she do before that she does now?

A. One of the things that...she re-writes...she re-reads a lot. Like if she...she doesn't know a word, she can read it, read it four times and then go back and she's tough. Another strategy that she's using, before she was so confident, and I...I thought negative confident. She went through the whole thing, and she never appeal. Okay? Now she does. I mean, when she doesn't know [inaudible], we call it unknown words, when she doesn't know the meaning of the word, and she does or she doesn't understand, she just stay and she look at me. And, I mean, before she didn't know that. And she's not pointing [inaudible] word, and then she knows the difference now. And what else? One of the things that, because she likes to read so that, I mean, even when she knows that [inaudible] the story because she gets attached to her stories. I mean, she likes one story and she will be with that book every single day. But she just...I mean, she knows that words...or she knows...and she knows, and she writes and she will have difficulty with ending and beginning sounds because... Yeah, so and she knows. I...I...every time I tell her, "Tell me the start if you're such a good reader," and she said, [inaudible]. Look at the word. Look at the picture. All of them she knows, but I mean she doesn't practice [inaudible]. She's a character.



mean, what they really need. Like I have two student this year, they receiving speech therapy because of the running record. Because, I mean, before I have small groups. Okay, fine. But one child can be reading across from where I'm sitting. I mean, if he makes a mistake, he like, okay, maybe it's one day and you don't really pay...you didn't pay close attention to it. With the running record, this one...one-on-one, I mean, when you are doing it. It's, I mean, you can do it in a like in small group but I have...when I see that the children is having some difficulties, it's one/one with these two kids. I mean, I know that they were having some speech problems, and, I mean, I gave them time and [inaudible] taking running record. I said there is something wrong here. So I, like a [inaudible] presented to go...they go upstairs. They have [inaudible].

Q. Okay.

A. And they're receiving speech, because...I...as a matter of fact, none of them were receiving speech in kindergarten and I didn't...there was nothing in the record. So it was because of the running record, the communication, the...I mean, the time that we...that I have been closer with these students individually.

Q. [inaudible] individual [inaudible]. Now, did you think about...you said it was a great tool for assessment of children. So if you think about your assessment before you learned about the running record, how is it different? How is how you assessed before and how you use the running record now? How is it...can you talk about the differences, before and...and now?

A. Well, before I used to rely on my own observations and also on tests that...that...they were given, but, again, it was done in a small or large groups. And with the running record, you have evidence there. Like you can go back and check. "What is this children..." I mean...are they omitting some words? Are they writing...reading something that is not there? And...and that pinpointed the strategies and the behavior of the student, and you can work on that. Before, I mean, you just, okay, this is the test. This is the correct answer. If that answer is not what he circle or underline, it's wrong. But you didn't know how...you didn't know how he reach that answer. Now with the running record, you do, because, I mean, you have the proof there. You have the text and what it...was he doing. Like it's a great tool.

Q. Okay.

A. [inaudible]. Or at least something [inaudible].

Q. Yeah, another teacher said the same. She said, "I'm gonna use it whether they get rid of it or not, I know I'm gonna use it." That's what she said to me, you know?

A. Okay, [inaudible].

Q. Yeah. The next question may be difficult to answer with certainty, but I'd like to get your thoughts on it. In thinking about how your assessment practices or your—this is similar to what I just asked you, it's similar—or your instructional practices have changed during this last year, how much has your involvement in the study group caused those changes, compared with other involvement or influences in your life at this time? Can you sort of say, "Okay, I assess or teach this way because of the study group versus something else that may be going on in the school." I'm really trying to get you to point...pinpoint how you've changed in your assessment or your instruction based on the study group only versus something else that you may have taken or been involved in, and you've changed because of that. What can you say really can be attributed to the study group, if you can do that? It's a little tricky, I know.

A. Yeah, the study group. Well, one of the things is that you think that it's...that as a teacher you know everything, and you really don't. And with the group, again, you...I have learned that, I mean, we are...we all have needs. And there is always time to learn new things. And with the group, one of the thing, again, going back to the running record, it was...I have been to so many workshops and, I know, you learn things there, but then there's nothing new. It's like something that...something old with a new name. With the running records, again...

Q. Okay.

A. I mean, that's my experience. Running record is something really that we all, veteran teachers and brand new coming teacher, we can use and also with the group, around...especially in the last session that we were talking about, the veteran teacher help...they trying to push us away. So it has given me the thought that we have value,





A. They is everyone like, okay, the parents. They...I mean, administration. They, the system.

Q. Okay.

A. 'Cause, I mean, and it's not that I'm resentive of anything, but, I mean, example parents, you have the...I love the children and...and sometimes, I mean, even when one, you've been teaching for so many years and, I mean, all these things we work and become very...we like to work with the students and you like to work with the parent. All of this sudden one day, you say something even, I mean, just a little bit one word, that, I mean, this child goes home and they [inaudible] open, so you're abusing my children, they don't, I mean, they don't realize and they don't look for the truth. They just say children...and I know I would do the same thing, but it's something that is like...like lately that I...I fear sometimes like even how to like talk to my children. How...I joke a lot...a used to joke a lot with my students. Now I can't, because I said, okay, if I say something or even do something like...before, I used to take them to the bathroom and if they have difficulties with zippers or belts, I won't help. Now I can't, and that's...I mean, they don't have to share the love that we have given to the children, and then same with the administration. You can be a good teacher, but one day you make a mistake, I mean, they have never pat you on the shoulder saying, "Betty, you're doing a great job," but then that's everything so I think you know what I mean by it.

Q. Okay. Okay, that's good. What was...what was most helpful? You mentioned personal change. You...you've changed your instruction, the way you assess, you talked about that, but you also mentioned that you had a lot of personal change in how you see yourself as a veteran, but what was the whole experience? What would you say was the most helpful thing? The one. I think there were lots of things you said you liked, but could you just...can you just nail it down to what was like one most helpful thing, you think, as you think about the whole experience?

A. Well, the chance of being there with veteran teachers that I have never been with a group so many times close and where I can express myself and when, I mean, there was...that I...I was really learning something that I can bring back to the classroom. So that's I see as the most thing.

Q. What were the...what was...what was helpful about being with other vets?

A. I was [inaudible] with that...I think just listen to the things that we have to share, and learning with the same...I mean, it was like remembering back my days in college like. I mean, these people have been so many...they some days still with their students and, I mean, it was real...an experience. It was like remember back [inaudible].

Q. Sharing, okay. This next question is vague so you can respond to it and...in any way that makes sense to you. This is...it's a vague question. What's it like for you as a vet—you've been doing this for a long time, you're accomplished and all of that—but what's it like for you as a veteran to make changes? What's easy about changes? Not just literacy, but just anything when you...when you're changing as a vet, you know, who's done it for a long time, teaching, what's...what makes it easy for you to change? What...what gets in the way of your changes, barriers?

A. Well, changes are not easy, but what make it easy for me is the student, because I realize that, I mean, it's them, the one that I here...and I'm...I'm here for them. So like...like with last year, in September, we should be starting the centers, and when we were taking the workshop for the centers, and I...all the things—the guided reading and all the things that we were...all the changes that we were going to take place, and I said, I mean, I'm going to make the teaching...teaching style of the big group, but then I realized it's the kids that...I mean, and I...give the chance that they can do things that sometimes we as teacher, veteran teachers, think that they can't. And, I mean, in September with the centers, it...with the guided reading, with running records, make observation, the...I mean, and it's been a great year for me. So thinking about...I mean, change is easy. To give them...think of you as the first, second, and third person, well, when you think about children—that they are...you are here for them. So that make me easier.

Q. Okay. That's nicely put. Anything else that...that makes it easier or that's a barrier, that gets in the way, at the...either at the classroom level or it could be the school-wide level or even the system level? What else do you think gets in...it makes it easier or gets in the way...or gets in the way of change, helping you, you making changes?





have just about enough time with the kids. Now it's like five periods and then we read and we [inaudible] come in. That's...I don't know. Maybe, I mean, more hours. I don't know.

Q. [inaudible].

A. So I don't know. It's really...

Q. Okay.

A. Or maybe if they put more time...could be if they put more time working at home, but that's also, you know, almost impossible, but you got some...well, I have some students that I know the parents spend a lot of time with them, but again you turn your back and there's a little signs that they can't because [inaudible] have time to...are working three jobs.

Q. That's right.

A. How can they do it?

Q. Yeah, yeah. So it's really...it is hard. So nothing else that gets in the way, which comes to mind, as you are making changes? You mentioned time, and you said take care of your...your own needs kind of...they get in the way—you've got your own needs and not enough time. Anything else that really makes it hard for you to change or easy for you to change?

A. I mean, sometimes even co-workers. I mean, the way they [inaudible]...not a [inaudible], like right now, we are in the process of doing this or [inaudible] training, and again, there was someone who just go there and be the trainee and I know that, I mean, that's another change. That's another thing that we have to do, but, I mean, there are some problem, but they're furious with us. So I mean...it's always this...some co-workers are...yeah.

Q. They can be...

A. ...under the way.

Q. Yeah. I...I'm wondering what do you do about that. I mean, how...how do you...how...how...what do you do about that, as a veteran teacher? What do you think could be done about that?

A. You [inaudible]. [inaudible].

Q. It's almost like it's t...it can go either way. Sometimes, you know, your co-workers help you and assist you, and then sometimes like you're talking about—I know what you're talking about. So on this side here, when you have co-workers who are on that end, what do you do about co-workers like that? Of course, maybe it's somebody else's job, I don't know.

A. Yeah, well, sometimes there's somebody else's work, but it...I mean, since you are the, in the case, you are the trainee, everything goes...

Q. Right.

A. ...[inaudible] so but, I mean, we...what I have done is I have to...I mean, I...I try to talk to them and I try to convince them, again, that this is need to be done. Like it or not, it's something that we have to do it because it's part of like this, and the whole thing is part of the [inaudible] policy next year, so we have to do it, like it or not. And it's not something personal. I'm there because...I mean, I...I...well, I was the one who went and took the training. So but I am in the same boat—not to see me as the person that I'm against that. I'm not try to come...

Q. Yeah, and this I wondered too, [inaudible] with what you're saying. You're a vet. You're twenty-something years, and these people...so what is the difference between you, you've had twenty-five years and you still do the [inaudible]...you're still thinking about the children first, versus...I was wondering what...which is why I think I got into this study in the first place. We have vets who are like you, and then we have vets who are over here. I'm just wondering what...how is it that we are different, that you are different? [inaudible].



Q. I know. [inaudible]...

A. ...for me it's...I was thinking about this [inaudible], "Am I doing this against the union?" Because we were doing something Saturdays and we were going to paid, and they said, "No. Even if you get paid." I mean, you have to have a stipend. We were receiving a stipend.

Q. Even if you were stipend, you couldn't go?

A. You couldn't...you can go if you receive a stipend of \$29.00 an hour.

Q. But weren't you going to receive a stipend anyway?

A. Stipend, but not \$29.00 an hour.

Q. Oh, oh, I see. So you couldn't go.

A. You couldn't go because it was...

Q. Wow.

A. ...stipend [inaudible].

Q. How do you [inaudible]?

A. Oh, gosh. It's so political and I...I...I really, there's something like, I'm here quarter of 8:00 everyday.

Q. I know you are.

A. Am I crossing the line, because I don't want to, I mean, be against the union because it's my...the union. But it can be something that I choose to do because I need...I want to be prepared. I want to...I mean, I'm coming here at 9 o'clock, and I'm leaving at 3:30. That doesn't make me a good teacher. Where is the time to plan? So I...I want to be here at least one hour, and it's better for me to do it in the morning. But then it comes and...I don't know. You can...you find yourself with your hands tied [inaudible].

Q. Wow.

A. Yeah, so...

Q. Okay.

A. But you have to do it, like meetings, and then have more meetings. So, again, we cannot do it [inaudible], but then we are going to take time from the children to fulfill these other requirements. So requirements that you can fulfill after school when the kids are not here, or before school when they are not here. We were...we were willing to do it even on Saturdays. But no. You have to take time from the children so it's like [inaudible], and...and [inaudible], okay.

Q. Okay. Again, this next question is aimed at getting your perspective as a vet. How do you feel the...the study group model which you participated in could be improved? Anything that you would have liked to ch...have improved?

A. Well, I think that...I think [inaudible] good for me so I...the only thing that I would like to have now, if you give...you are the next person or the per...give more time like for us to have more time to talk among ourselves of the problems or the things that goes on—whether you have knowledge or what have you, with the students. What are you doing with your student that have been successful and that have failed?

Q. Okay. So more time for you to talk among yourselves.

A. Yourselfs...I mean, what are you doing that is working, because we were all first-graders, like the teacher from the [inaudible], she was all...always talking about how she's...and we were there, how she set up the classes. One day, you talk about the wall.



to visit one another's classrooms? What...what would you have like it to...

A. Maybe longer sessions.

Q. A longer time...

A. Yeah, it's like...

Q. ...you got together with these...

A. Yes.

Q. ...for the talk.

A. Yes, or even...what happened was like, I mean, the time was okay because we don't need like half an hour. Fifty minutes would be...but I mean, as you know, that, I mean, we can sometimes we were not there on time.

Q. Right.

A. So [inaudible] that. Because of the late school and all that so [inaudible]. That's the only change I would like to have.

Q. Would you like to have more sess...we have six sessions. Would you want it more...more...

A. Or maybe dedicate some sessions, if we have more, we dedicate some sessions to one specific and then up to share our experiences.

Q. Okay.

A. Other than that [inaudible] some people doesn't like to talk. I don't know how they like to talk about... I mean, but...

Q. [inaudible]...

A. ...you feel with this group, because when I say I don't like to talk much, it's...sometimes I go to meetings or even classes and I don't talk. But with this group thinking that they are teachers that have been there for so many years, and I have been there also, and maybe what they are encounter, what they have experience, I have too. So we can help each other.

Q. Okay. That's a good point. Okay. Anything that was not helpful at all—the least helpful thing? Maybe it...maybe it...everything was helpful, but maybe there was one thing that you can think about that was the least helpful. Anything that was least helpful or not helpful at all?

A. For me, I mean, none of the things that I don't like to [inaudible]. But even with those reflections helped me a lot because, again, I was thinking like, "What am I doing? What am I accomplish? How we...how am I doing? To whom?" And I mean, it was like...even though that...it's not that it wasn't the least thing that helped me, it was the least thing that I liked.

Q. And you do it so well. I...I was just interested in everything you had to say.

A. But that helped me a lot. So that's one of the things that, I mean, you should do again. Because, I mean, it helped me a lot because sometimes you do things. I mean, you do it and you do it, and you don't stop to think why are you doing this. I mean, so that's helped me a lot. But it was not the least that helped me, but the least I...I liked. But the other thing I...everything was very good. I'm really pleased that I participate in this.

Q. Well, I'm glad that you're pleased. I think you were a spark in the group.

A. Yeah, so...

Q. You spend here that a long time, I think...you are so helpful to me. I don't know if the next time, that I





there.” And again, that’s...from that group, I mean, it was like refreshing, in seeing the other students.

Q. Okay.

A. I love it. I really like it.

Q. Okay. Well, I got one...I have one more question, then you might have questions. If this...if there were a part two, like just saying that I do this again next year, a part two, what would you like it to involve? What would you like...and you can...you’ve already talked about some of it. Is there anything else that if we were gonna do this again next year, the same group of people, what would you like it to involve, if we were doing this again? Would it be the same thing, or how would it be different?

A. I like, I mean, [inaudible] this question one more time [inaudible] number of sessions. Maybe more teachers, even though, I mean, may...what could be like different arrays of teachers. Like, we all were there first-graders.

Q. Right.

A. Could it be that it could be like four first-graders, we have five, four, four, and four, I mean, that the elem...elementary, I would think...

Q. Why do you think that would be helpful, to have mixed grades?

A. Okay, because like we can talk again, and we can share the experience. Like right now, my co-worker next door, she’s going to kindergarten next year. And, I mean, you know, she told me, I said, “Oh, my goodness. There’s gonna be another...have to be ano...have to be another teacher that come. Maybe she’s not, but she’s great.” And I told her that, well, you know now but how the kids come from kindergarten. I mean, you know there’s troubles that we go through. So maybe that will...going downstairs we’re all going the kindergarten will help you to...

Q. Oh, sure.

A. I mean, have another experience and then those kids could be prepared. Especially because you know what they...

Q. Oh, yeah.

A. So that maybe, in a mixed group, what are the things that the kids...like if a third-grade teacher, we can say, “Okay, the second-grade teacher help you prepare the student [inaudible], because we know that what they supposed to be teaching and the kids learning, but sometimes we don’t do that. So...and that’s one of the things that I think a mixed group will help.

Q. Okay, great.

A. You know, study.

Q. Any other ideas? Mixed group, more teachers.

A. Not really. Not [inaudible].

Q. So you can use more talk; you said more time for talk.

A. Yes, my...

Q. Sharing.

A. Yeah.

Q. Okay? Okay. Now, you know at the last part of our session at the restaurant we talked about three



Q. Well, that's nice to hear.

A. And I think all the teachers, they're involved with doing the same thing because, I mean, we were not afraid of talking.

Q. No, we weren't. [inaudible].

A. It was...I mean, because it was...I feel like at home like. Just like very...

Q. What do you...what...why do you think it got that? Was it because you were all veterans? What...what was...

A. Maybe...

Q. What was the reason for feeling... 'cause you know...all of you have said that—you know, that...just something about the ease and comfort level you had. So was it because you were all veterans? What...why do you think that is? 'Cause you were learning things you did well.

A. It was the most important part.

Q. Oh, well, that's nice.

A. Yeah. Of that...no, I'm...I'm really because, I mean, for my perspective, if you were another teacher there, just teaching, not...okay. I was...I thought I was going to be the only Hispanic person there.

Q. Right.

A. And, I mean, and...and there were two. I mean...

Q. Right, right.

A. But usually when you meet other teachers, and from other background, you can't like...you can like hesitate, even though you have been in the system for so many years, what myself, I can like hesitate to talk. But the way you presented the...the sessions, it was like everyone here is...we in the same place here, so we come here for one thing, and I think it was you. Your sparkle. And then the teachers, when they talk, I mean, the...when we shared ideas and then when we talk, and everyone has to say something, to have something, to do something. It was good.

Q. Okay, great. That's nice that there was a sparkle from me.

A. I mean, really. Because, I mean, you know the teacher's is the one that, I mean, I...but when you conduct a lesson, if you were uptight...

Q. Yeah, that's true.

A. So you were [inaudible], I mean, you feel...you involved everyone. You didn't like push anyone. You...you...if you want to be involved and to participate and...

Q. Well, that's important to me.

A. ...yeah. So that's...I think you were part of...I mean, the most important part of that...that everyone, because, I mean, as you said, if everyone is saying that it was good, it was because of you.

Q. Okay, well, that was nice. That's very nice of you to say. But I like your point about the...it was effective because you were learning, and it's not just acquiring information, but you were able to go practice it and then share it with your co-workers. I think that was great. That's very, very nicely said. And I'm gonna turn...do you have any final comments, 'cause I'm gonna turn this off.



*Ev Ora*

*Uleselle*

\*MAJ: Talking with Mary O'Kary. OK, so first of all Mary, could you um, describe your education undergrad, the year you came out and when you graduated. Talk a little bit about the courses you remembered and you feel, you know, that come to mind, just talk about your graduate and your undergraduate and graduate education.

ORA: OK, first of all I came to um, Springfield ? and I spent four years there. Um, getting a degree in English Literature and gearing for secondary teaching and loving it, you know. Um, and I graduated in 1977 from ? and then started substitute teaching for a year. Um, during that time an open became available for a teaching 7<sup>th</sup> and 8<sup>th</sup> grade English and I took that and did that for four years or so. And then started thinking about graduated work. Um, at that time, I really wasn't certain what I wanted to do for graduate work. I ??? into a different field from education and then when it came right down to the moment I couldn't make that decision to just totally leave education. So I went back to Southwestern U and I applied for graduate assistance tuition and got it, which allowed me to finish my Masters in just one year. During that time...

\*MAJ: ...Masters in education?

ORA: Yes, I got a Masters in education. And during this time, I decided I had two choices to make, either to go to what was being called Developmental Reading, at that time or Remedial Reading. And I felt remedial reading sounded like something that would add to my English background. A lot of English majors were going into Developmental Reading. Remedial Reading required to you to know a little bit more about special needs and so I started getting that background. Um, this is the time when I really started thinking about reading and how children learn and when is a good time to start teaching children. Um, in fact, there has been some talk recently about what contributes to a child's ability to learn to read and what prevents a child from being a good reader. And I went back to my notes when I had taken in grad school and I was so amazed because I realized that during that time, um, the professor I was working for was um, doing, um, his Ph d studies on a book I've been reading and he'd taken a sabbatical and so my first semester was just totally research. And it was the first time that multi cultural bilingual education was being tossed about. And it's so amazing looking back at that those, how the times were like sonorous with each other. People didn't know what it meant and how to see how were worked through and how my thoughts had changed from what my concept was of multi cultural education and ? and how it has evolved now to my approach to ESL and realizing those were terminologies that has been worked out. I feel that um,...

\*MAJ: ...talk about your courses. Do you remember some courses that you had or theorists, you know, people you read and courses that come to mind.

ORA: Um, one of the fields was looking again, one of the courses I took was talking about literature, all different types of literature and all different studies to see what is it that gets in the way of children studying, of being good readers. And I think one of the things I

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know I became for, is that we have to remember is that sometimes it's social, sometimes it's economical things, getting in the way of their learning. Um, and also um, talk in terms of maturity levels and I think a lot of times when we look at our first grade kids, we don't remember that it's not just that we look at the kid and say, "Well, this child's not learning," and then we should look into their backgrounds, we should be looking into one kind of home situation they have and see if we can advocate anything there to help them to be more comfortable and more ready for learning, um, reading. Um, I also feel we should be giving children a chance to learn things in little parcels, giving it to them um, in smaller units that allow them to um, make their own pace and not assume that everybody isn't able to be on the same level. Um, when I came into English As A Second Language and began to study people like Cummins (talking very low and together)...

\*MAJ: ...not Sadosky ...

ORA: ...yes. That is one person, you know just that one book from him really helped me to focus on what I wanted to do....

\*MAJ: ...what was the quote, do you remember what the quote was?

ORA: To teach to the child, you know, proximal level of, how did you put it, of, what I understand from it - in other words, I had 5<sup>th</sup> graders coming in, OK, now was I going to teach them things that would be kindergarten or was I going to teach them things in their interest and they can accept that knowledge, but I needed to break it down to them and still reach them at their 5<sup>th</sup> grade level and still prepare them for 6<sup>th</sup> grade. And that was the one type of justification on how I was going to approach that level.

\*MAJ: You had that in graduate...

ORA: ...this came out of my post graduate...

\*MAJ: ...post, oh OK.

ORA: ...more into the field of inner-self. What I'm trying to say, is that, when I went back and looked at some of things I've done in reading and what I brought to my practice, and I felt sought of like Lone Ranger because I wasn't aware of other people doing it that way. I kept starting to question myself whether or not um, the common sense getting in touch, you're teaching too high. You know, you are demanding too much or your subject is too mature. These children do not know English, you need to be teaching them things like nursery rhymes and things. Um, you need to lower your subject matter. And I felt in my heart, that if I did that, I was not only losing some time with them, because when they went into 6<sup>th</sup> grade, I wasn't sure that they were going to be fed that porridge. So I had to, you know, I had to come up with a philosophy that I was comfortable. So now I'm relaying my reading background to what I'm learning, still learning, English Second



Language Technique.

\*MAJ: But you just brought it to a different level because you're now dealing with children, you're saying?

ORA: Yes, yes.

\*MAJ: But you still have that positive development you were talking about?

ORA: Yes, you know. Having had that 5<sup>th</sup> grade experience and it comes to 1<sup>st</sup> grade, I'm saying I feel like a counselor to know, you know, this is how the children learn to begin reading and if I give them varied literature to read and just say things that I think only a 1<sup>st</sup> grader will be interested in, I think I've already given them on step up to the 2<sup>nd</sup> or 3<sup>rd</sup> grade. And also given them a reason to read. Not just to tell me that they're reading, but they know when they go into a book, they're learning something exciting, something new that they haven't learned before. So I'm feeling that this has helped me.

\*MAJ: Now you said, you did your Masters in a year, so your undergraduate was in '77 and your graduate, you came out in '78?

ORA: Yeah. So, I went into '79..

\*MAJ: ...from...

ORA: ...because I taught both times. '77 I came out and I did some substitute work.

\*MAJ: OK.

ORA: And then I went back later. I didn't go back until '78. So during that time I did um, I helped my professor out like reading his classes during undergraduate, but I was teaching in the public schools for that one year.

\*MAJ: For that one year?

ORA: Yes, and then I went back.

\*MAJ: Oh OK, so now I understand.

ORA: Back for my Masters.

\*MAJ: Could you evaluate your preparedness to teach reading based on, just your undergrad and graduate. Evaluate your preparedness to teach reading in schools. Give me some examples, if you can. Not your post graduate, just your graduate and undergraduate.





A: I don't, when I first had to teach a reading course, I felt overwhelmed, because I had all these theories, up here in my mind, but I really had no idea how to put it into practical use. And it um, the thing that helped me was going and asking people whom had already been doing the job - what is it you're doing - um, for example, you know, I had one child that um, had a lot of oral knowledge. Had a lot of background because the parents took him everywhere, and you know, talked to him. But when it came to reading, you know the vocabulary, his oral vocabulary was related to the visual, um, to be able to pick out those same words. And I was saying to myself - now here's this child, a 7<sup>th</sup> grader, how do I help that child what all this wonderful knowledge and apply it to him. And, um, I went to this one teacher that was using a method where um, first she sat down with the child, you would go over the vocabulary, you know, again with that child, and then you would begin to talk about what it means. Especially if the child was very oral. And then talk in the terms, that these are the words that in the story and this is the story was are going to read. So at first I got the child's excitement and the child's knowledge on my side, because it was afraid to approach this story. And then, I read and he read. And we did echo reading, you know. And then you switched and he became the dominant partner, you know, it was like I tried not to, ? was telling me, don't correct every single thing, and that made the difference for me. To just see the success of that one child, how you know, um, just picture, it was sort of like I had to focus on my worth, the one that was giving me the pain the worst case scenario and make that a success and then when I used that, and then a broadened it where I was doing it for the whole class.

AJ: So, you're saying, a colleague or person in the field was more helpful, although you had a theory, the people in the field were more helpful...

A: ..yes, the application

AJ: What have you learned, let's put these together, what have you learned about teaching since your grad and undergrad, in other words, what do you know that you didn't as a novice teacher and has your teaching view changed because of what you know now. And give me, um, like what you did back then and what you do now.

A: You know, I don't feel that I have changed. Once I know, I feel the power of it, I have not changed. But I questioned myself. You know, I'm constantly questioning myself.

AJ: How do you question yourself?

A: I question myself because I see people sit down and read a books and the child reads and then they help them if that child misses a word. And then the next child has a turn. So they're getting through their reading material a lot faster and I'm saying to myself, "maybe this is the method, maybe that's what I ought to be doing, maybe I don't need to go in to um, the you know, guided reading, um, you know, all the structure for the vocabulary and that all, but maybe it's not worth it. Um, but now I'm back in Ella's training and it's like,





this ??? because, with the one exception, I think is that I felt that the ESL children may possibly be more prepared in writing because I assume nothing about their background. I teach a lot of background and when it comes to writing the more you give to the child the more they have to be able talk about. Whereas I think if I were teaching more lingual children, I have???

\*MAJ: OK...

ORA: ...that they came to me with a lot more language than sometimes they actually do. And that is the realization that um, has really struck me this second year, because we have to do those writing prompts and when we looked at what was coming out of the bilingual class and what came out of my class, they really, their on that even

\*MAJ: That's very interesting, but we do make a frequency notions about children because ??? there language came be limited even though they are a native speaker. Yeah, you're right, we do that. OK. Now, as you think about your work over the years, um, you said you haven't changed, but you've changed, you question yourself and you've probably modified, this talk about modify rather change. What, um, people in your life or have there been situations, especially with ELLIE experiences, what has made it easy or helpful as you've modified your thinking or your practice over the 15 years? Do people come to mind, not necessary the name of the person, but the role, you know, administrator, another teacher, you know, what I mean? A particular person, a particular event that has been helpful in modifying your...?

ORA: I think Dr. Leighton, who was the professor I worked for when I did graduate aspirant work. He was the one that really, in Springfield, MO at the time, we had just gone through an influx of Vietnamese students into the system, and he had been asked because of his background as a linguist and working with very young children what used to be a very very rural part of Georgia or one of the Carolinas, and so he was brought into this background on to reach this whole bunch of new immigrants. And he used to wonder, really how did this work in Springfield, MO about looking at how do we teach somebody from a different culture, is it the same way or do we need to do to some other thing. Do we ?? to bring something to the table besides just an incentive and to know that we can put these people's culture down whatever. And I think he was the one, I did research for him, that really got me started thinking in terms of what if there were a barrier of some sort for learning, be it language, be it um, just cultural and opening my eyes to the fact that even within the United States, from north to south, there are cultural differences. From east to west and so on. Within even the same city. How to my teaching more individualized and I think when, just meeting his world and how he responded to children. The way he'd work one on one with children, and just watching his style. I think I absorbed that and that has made an impact to me on the that it's, not able to put it in words, but I feel it. I felt my whole attitude change to where I felt that it was OK to, I don't have to teach in the middle, I can teach to that individual child as well as, to group



lessons. It has also made me um, come away more from perhaps being ? behind the desk to coming in front of the desk and being right there, face to face with the children and that was his style, I think that influenced me.

\*MAJ: How long have you been in Boston?

ORA: Ten years.

\*MAJ: Ten years, anything, any person, any events in Boston over these past ten years that may have been helpful or changed or modification.

ORA: What I have found in Boston, is that...

\*MAJ: I want you to talk about what has, I want you to talk about both, what has been helpful, what has not been helpful, either one. When you think about your ten years in Boston, you can certainly talk about things or people that were helpful as you tried to modify and change your thinking of your practices. But there may have been things along the way, that may have gotten in the way of helping you change. You know, for example, one teacher mentioned, well they have programs they want to implement but the materials aren't there and it's very hard for a teacher to implement a program. It could be colleagues who are not cooperative. So anything that gets in the way of you modifying and changing your thinking or your practice. Or things that have been helpful too.

ORA: Yeah OK. Um, ...

\*MAJ: ...you started to talk about Boston and then I interrupted you.

ORA: In um, you what I really don't feel that different in far as terms of getting support. Um, so far I'm still, no I shouldn't say that, the two years I taught in Chelsea, um, were very helpful in people helping each other. We didn't have a whole lot of materials. Every time you turned around the program was changing, cause Chelsea was going through a lot of changes. But, as far as, having a constant study group there that um, all teachers attempting to teach things around the same time of the year, we would get together and we would plan our lessons together for reading in particular, cause was the emphasis was on and that was truly helpful because of some confirmation, that's the confirmation that I constantly need. To say, you're not out there, not some pied piper or something crazy. However, when I came across the bridge to Boston, it seemed more lonesome. Um, I had Olga, but at the mentor each other, we talk about facts, we talk about kids, we talk about things in general. But we never team taught, um I um, have gone into two other people's classes and um, with lessons for them and I found when I first went into the classrooms, there was a high level of energy. In other words, you had two adults, or if there was a ? three adults, that were coming together and making a difference for the kids in the room. But then I found that the longer I stayed there the more relaxed the teaching became and

watching "Abstract of the printer"

support from colleagues help  
Crackling  
support = planning together  
support = confirmation  
support = talking in a colleague

Chelsea = of collegial work





all of a sudden I was teaching that class as well, you know. So that has not been a very good experience for me, although I would do it again if I, I think that um, especially for my second language learners to be with more lingual kids in a ? setting (assignment over the loud speaker).

\*MAJ: OK, so you found, you like the collegial work, but do think maybe you'd do it again or a work/study. There would have to be an understanding before hand. You'd have to work out an understanding before hand, it sounds like.

ORA: Yeah, yeah I guess so (laughter). But I think too, Mary Ann, one of the things that, one of the dynamics of that situation, is that people are still, I think, there still needs to be an education of what ESL, especially the way ESL is being done presently in my program for other teachers. You know, so for me, I feel like there's a lack of respect for my field. It, um, and even sometimes it gets to the point where um, it's even a lack of respect of the person. You know, it's sort of like, I guess if you had any special need teachers, sometimes they talk about it. You know, like people want to the adult as the perception and conception they have of what the special needs child is or isn't. Do you see what I'm saying?

\*MAJ: Yeah, I know. I have to give you a bit of research, I was at U Mass, I spoke to the ESL, actually they were, yeah the ESL educators, and that was one of the things that came out of this research I had found. They tend to my low expectations by mono lingual teachers of the kids, and so it is a problem and that came out in the research and low expectations are automatically ??? ESL. And that tended to be a problem, and you're saying, cause lowered expectations came out as a real problem. You don't speak the language, all of a sudden your expectations aren't quite as high. And what you're saying, some of that is coming out in the attitude of what you teach.

ORA: And so I think by bringing that up, what I'm attempting to convey by that, is that, so therefore, it's hard to make some of these professional connections right. I feel a teacher really needs to make, because it does two things, it pulls your source of energy up. It gives you a chance to learn...

\*MAJ: ...I agree...

ORA: ...from the other person and hopefully for the other person to learn from you. And who benefits, the children.

\*MAJ: And I almost think that it's a leadership issue because as a leader, I'm not talking necessarily about when they're here, but just generally, because I said before I even started with those teachers, you have a gift and I envy you. You speak two languages. And I think if that was the way we more thought in this Country, you wouldn't have that kind of an attitude on the part of ????. I do think bilingual is a gift, you know. And children who





speaking it, go back and forth with their parents at home, and I think it's just wonderful. My husband is from Panama and does that all the time. I think it's wonderful! So I think, the attitude starts at the top, it kind has to come down, you know. OK, moving on because I want to get all these questions in before your kids come in. If you, this is kind of tricky. Every person I've asked, I've done six of these and every person I've asked just kind of stopped when I asked them this. If you were receiving an award as Educator of the Year, and you had to write your introduction. In other words, you're receiving this award, but the presenters of the award to you, want you to write your own introduction to the audience of a thousand people (laughter). What would you say in this introduction? What would you want those people to know about you as Educator of the Year?

ORA: First of all, I think I would say, I would tell the story, that having come from a background of secondary English and moving into the elementary world. I've always grown up with a big chip on my shoulder about math. I thought I was the most horrible student and therefore, I was afraid to teach math. However, it is my students that brought me to the love of math, to the love of teaching math, to the love of seeing excitement generated; and my children are the ones who have continued to make me excited. Not just from teaching math, but from teaching. There are many many time, you know, when you feel put upon by the system and you want to quit, you feel frustrated, but you get in front of the children and they are the ones who work the magic, and that's what I would say.

\*MAJ: Alright, it's the children. Um, do you have a philosophy of education to do along with that? (tape ended). Anything else you want to say about that?

ORA: I don't remember the question.

\*MAJ: Educator of the Year, anything else you want those people to know about you as an educator?

ORA: My philosophy never give up on a child - never give up on a child. Just when you do, that's when that child's going to surprise you and make that break through. You know, I feel that there's always a way to reach that person.

\*MAJ: What is your definition of reading? And did you always define it that way?

ORA: Oh, I should have reread that card I just wrote! (Laughter) Um, for me reading is being able to put words (loud speaker announcement) First of all, I think reading is, I think I child is reading when that child begins to enjoy the process of seeing symbols turn into meaning. And um, knowing that what you say, what comes out of your mouth, is actually what can be written and put into print and be read like a book. Um, ....

\*MAJ: ...anything else...?



ORA: I guess I think my job to teach reading is to give them the key to that code - how to unlock that code, so that, they are able to make that connection, that transition to say OK, the A B C's that I learned will give me something big. There is a practical purpose for it, you know. And it's reading.

\*MAJ: OK, did you always define it that way?

ORA: Um, you know, it's difficult to say because I never did think about reading, unless I was studying about it, you know. I went into the field of reading as a student, so right away you had to come up with - what is it.

\*MAJ: So as you work with these children, let's talk about your 1<sup>st</sup> grade for these two years, are you defining reading the same way you did when you were a student of reading these last two years, or has it changed?

ORA: I don't know Mary Ann, that's a question I have to think about. Um, I don't know, I think in terms of, you know, I mean when I'm with these students, when I'm actually translating my definition of reading to them, I'm not in touch with that connection that you're asking me to respond to.

\*MAJ: OK, but based on what I saw you doing with the children, I'm going to look in here, the ages up there, but yet you've got meaningful connections to that age, so I think you are, what you just said. I think you are ? as a teacher if I look behind me here, cause that's a letter. You got the meaningful of what that letter is.

ORA: To be conscious of it, I guess I'm not.

\*MAJ: OK, just a couple of more. Could you define assessment and describe the ways you assess and keep track of the students progress.

ORA: Assessment is something that, OK for me assessment is um, getting an idea of where a child is and then using what you have collected to see where you need to go. What are the holes. And I refer to them as holes, because I'm still, I still can't get away from the fact, as the children who came to me in 5<sup>th</sup> grade, a lot times I would teach them to plug holes, because so many of them had missed a few years because of war, whatever was going on in their country. Um, and I think it's perhaps the same way when the children come new to me and they're basically a clean slate. They may or may not have had kindergarten. I want to see what is difference at first. And where I need to go and is there any particular overall need that I need to address first for all the students and then perhaps work back to the individual.

\*MAJ: And how are you keeping track of that? Tell me what do you use in your room for assessment?





ORA: Right now I'm in the process of going to the running records. Before I was totally dependant on the just standardized tests, um, which I feel like the ?? for example, um, wasn't sufficient in giving me a full idea because it was just mostly vocabulary. Um, so for me, I'm still seeking how to use the ERA, because I like the fact that it uses literature to actually assess the kids that's the long term goal is. Um, another thing that I am seeking to implement and also advocating that others do, it's that, for example the BPS said for us to use the DRA for 1 thru 3. A lot of the 1<sup>st</sup> grade teachers are of the opinion that we should use the observation survey because it gives them more extra things that they need. But what I'm saying that whatever assessment that I use at the beginning, I would also like to use it at the end.

\*MAJ: Yes, absolutely.

ORA: And so far, I'm not sure that the idea has gone across because the DRA seems so difficult, but um, so what is my intention this year and my goal is to really use the DRA. I did the observation survey because we were required to all do the same thing, but I'm going to now begin using the DRA although I don't know how to interact with it and then do a mid year assessment; cause I feel like in January, I see like (both talking at once) I don't have anything to...

\*MAJ: ...right, right so you need something to..

ORA: ...yeah, and then later on in the year.

\*MAJ: Right, you'll get your own DRA through this project. I have, I took it from Martha ?, I took it and I'm gonna give it to you to use until yours comes in. Cause, you're getting your own?

ORA: I have an old one, I don't know how old.

\*MAJ: OK, but I have it at my office, I have the one that Martha brought. She brought one for every elementary school. So I have yours. It's not yours, it's the Hennigan's, but I'm going to give it to you to use, until you get yours through the grant money. So you did talk about, using tests, but you're getting away from that, because you didn't think it gave you enough information.

ORA: No, no.

\*MAJ: What do you think of the running record? What do you think of that?

ORA: I really like the fact, um, ? that's one I was telling everyone in 1<sup>st</sup> grade that we have an open house coming. I'm suggesting that we use the running records to talk to the parents about where the children are. Because the bottom line is, that when they leave 1<sup>st</sup> grade,





✓ parents want to see their children reading. But if in June or they're coming to you and say, "Hey, my child isn't reading like I thought she would be," and you haven't spoken to them except in general terms about how their child is; or especially what their child brought into the 1<sup>st</sup> grade, then it, you really left yourself open (both talking)

\*MAJ: ...yeah, yeah, I agree, you have to have a ??, and many parents, not all parents, but many parents, will want to see what that running record showing them. They'll be interested to see what the running record shows.

✓ ORA: Well a lot of people are of the opinion, that the parents want understand. I said, I'm not advocating that you go and get them a lesson in running record. I'm just saying, say simply, this is an assessment of what the child is doing when he/she does oral reading and this is what we check for and this is what we found, and this is what we feel this child should work on. End of discussion. It's something very tangible. So I'm planning to do that. *challenge* *support*

\*MAJ: Good. This little one over here, I know if you did a DRA on him, a lot of nice information would out about him.

✓ ORA: I did a running record on him, now I didn't use one of the DRA books because I just wanted to see where he would be. (Moved away from recorder) Now I did him just for my own information. I that is also identified as his teacher as a reader. And I found that they were really at comparable levels and I think for some reason he had some word attached skill, the ESL child had some word attached skill, that perhaps (both talking) And also it made me see some of, this child I suspected has some articulation problems. And I saw that. *support*

\*MAJ: I'm telling you, it just changed my whole view of how to teach reading, it really has. I'm glad to hear that you like it. We're gonna learn a lot more, get deeper in this project. So it's good that you already use it.

✓ ORA: It's good to be able to use it.

\*MAJ: You're gonna chose two kids, you're gonna bring it to Ruby tomorrow and look at it and analyze it with your colleagues, so that should be helpful for you. One my question, and we're all done. Why are you participating in this research project? (Laughter)

✓ ORA: Cause I tend to, basically, I'm starving for positive um, company. You know what I'm saying - people who are seeking the same things. Who are taking extra time because they wanna learn something not because of any course you have to take or something. Even though, I said after you left, I said, "What did I do," (laughter) but I wanna learn. I wanna learn how to do what I'm doing and do it well. And do it out and painless! (Laughter) *support* *colleague* *challenge*



\*MAJ: We're going to try and make it as painless as possible.

ORA: You know what I'm saying. I'm talking about the running records being attacked. Like I'm familiar with running records, and I totally diagnosed the case of reading, we did that on them, but you know get one child and then you wouldn't do another child for maybe the end of the week or something and it wasn't your whole class you were responsible for. People were sending kids to you on a one on one basis. Um, you know, so I was just overwhelmed with the idea of doing this for a whole class. Um, but I think this is an idea that is wonderful and for the first time we have something I think parents can truly get in touch with it.

\*MAJ: I mean, you're gonna pick two children that you're kind of concerned about. Well your children are 1<sup>st</sup> graders in the ESL, you might even pick you child, I'm not really saying that you have to have concerns about the child, just pick two kids that interest you, that you wanna follow and write a running record cause you're being taking them one on one. Or if you know a particular child, or if you have a parent who would be interested in that kind of information, it's up to you which children you pick. You just have to pick two.



MAJ: Okay. I'm taking with MO and our first question. What are you thinking about literacy now that you weren't thinking about in September?

MO: I think in September, I had gotten away personally from remembering to have a ? environment and just really ? literacy and talking about it and figuring out again how young children acquire it, language, and how they become literate in the language. I began to ? there and I began to remember that it's very important that they enjoy reading and that's the piece and I'm so busy into mechanics of let's learn to read in first grade, let's get it, you know, let's get those words going and the sentences going, that I really have forgotten, had forgotten to celebrate the joy of reading and I think that's what I've given my class since having been in this study group ? You know, making reading like a big thing, you know, like when, especially when I read aloud to them, they drop everything. The first time that I can get them to listen to me, you know, they drop everything and they get in a circle ? when I read a book, you know, the celebration of, of them saying 'oh, ?, we've had that word. You know, that was one of our spelling words or something like that.

MAJ: So, something, yeah, it is, it's supposed to be meaningful, you are right. Okay. Second question. What are you thinking about your focal student as a literacy learner that you weren't thinking in September?

MO: First of all, I've, I've gotten my chance to get really close to this child in defense of see, what, what it was that, that he needed because frankly, it came to me I was thinking of him more as a problem child. He had been passed on to me as a problem child and I received him as a problem child in the sense of oh, what am I going to do with this child? But, yet at the same time, this child's love of reading and love of learning, love of getting information because it isn't just books. Once we started working together like catching, like if he would come across a problem that he felt he hadn't a book very well for example, he would go back and do some type of his own research, whatever his little mind told him that he needed to do and the next time we met, I would see that that child had done some, some sort of challenge of himself to better and then it made me feel challenged and it made me appreciate that some of the behaviors that I had been seeing with the child, I had observed even last year because he was just in the classroom next door, had to be that him being bored, him not being motivated, his love for learning not being recognized and supported and, so as I think of him as a learner, I think of him as very literate. I think of him as being so much aware of all the information that's in his environment that wherever we walk, he's reading. Whatever he finds, he is reading. If it's a ? most kids say to me 'what is this about' and that they expect me to tell them, read it to them. Oh, no, Daniel reads. He even reads these long words that he doesn't quite know how to support that. He reads it. He reads it out to everybody whether they want to hear it or not. So, and I think what he has taught is I mentioned earlier there is another child that has become that, actually developmentally speaking, this child is very mature for a first grader, but I think my study child has really given him somebody he wants to be like and so I've seen him pull up. And then there's another girl that really has about this much ability and she uses about this much of it, you know, and her thing has been to rob everybody else. So, usually we, we get ready and we have about ten or fifteen minutes sometimes, when we're lucky, before the bus comes and they usually sit around, you know, of this board here and there's usually some kind of book there, a big book, and it's a struggle between her and Daniel, who's going to be the teacher of the rest of group to read the book and it ? them on the words and it's interesting to see myself being that ? they, you know, I think, I sit and I watch them and I, I say at least I, I must be following ? chart because he says, "no, you have to point at the word". So, it's, it's something that really started off as a tough pass because I truly, you know, it was a struggle for me because I didn't have all the answers he demanded and every time I thought I had a kind, had it pigeon-holed, he would throw some ? you know, so, so it's really been, I feel positive about.

MAJ: What are some things he's doing now in terms of his strategies that he wasn't doing in September? What strategies do you see that he's taken on that he wasn't before?

MO: He's monitoring a lot better, you know. I'm, I'm not quite sure how he's taught it, who taught him to read and what methods they used and that was part of the struggle for me, you know, knowing where exactly to back him to, to his needs and for me, it first crystallized that I had to get this child to slow down and pay attention to the words that he's stumbling over because he's assuming he knows it and he's only paying attention to the beginning of the word and so he's done a lot of ? where he ? actually pay attention to the end of the words and that seems to have helped him. So, he, I see him, you know, he's gulps and he's like ? you just see his eyes go about halfway through the word and then he stops and he goes back. So, I can see him monitor himself by re-reading. You know, he's not necessarily doing that out loud. He's much to go back and repeat like a half of sentence or full sentence,







but his, you could see his fingers and his eyes going back, he's gotten to the end of the sentence and he realizes what he's about to say isn't right and he goes back to the beginning. He's phrasing better. He's doing, I taught him that, you know, you don't have to, he was either reading word by word, you know when I would ask him to slow down, or he, he would put phrases together that didn't really add to his comprehension, you know, so when he was done, he was like not quite sure what he had read and I think he's doing that a lot better, he's phrasing it, he's putting things that belong together like the subject and the verb, the adjectives and the noun. He's also more aware of that a story has a beginning and a middle and an end, so when he retells, I see him breaking it up into those sort of, I guess, you know, sections to be able to relate the story and it helps him with his recall of details as he, you know, because he thinks about, who do we meet at the beginning of the book and what did they do, you know, and then at the end, you know, because I kept on listening for the end with his problem of not, you know, let's just get the basic picture and forget about the end. You know, every time, you know, he ? I'm doing the GRA with him, every time I listen for the end because, you know, it pays attention to that and he is getting it.

MAJ: Okay, great. Suppose I were a veteran teacher who had never heard of or used the running record, what would you tell me about its use in the classroom?

MO: That's interesting that you ask that question because, you know, Grade 1 level readings, I really try to put what the writer record means into focus because I think in our training, our ? training, it was presented as something a reader to use and that you must use, but I am not sure if it's really tied in to what's in it for me. You know? What I would say then to a veteran teacher is that if you are able to just start with children that you're puzzled about, children that you're not quite sure if they are even doing, you know, doing any of this, if they're not, let's see, learning the skills that you have tried to teach them, an individual sessions, a running record, especially with a last peer analysis, you know, gives you so much information, but whether or not you're on target or not, it truly informs the teacher. We heard that phrase and we know ? and we still use that, just parroting it, do you really know what it means and I think that another thing I would advocate is that they use the running records to talk to parents because it's for me, as a parent, I really appreciate it when my child was in second grade and for the first time the teacher sat down with me and said, 'this is a running record that I took at such and such a time and look your child has made this much progress during the course of this month or these two months, or these three months, and this is where I'm going to take her because she's still needs help here and here.'

MAJ: Okay, and I've heard that from several of you in the study group that it they've been told they must do this and that's probably where it stops and they don't really see the merit of how it can really inform, if we know what that means, we can inform the teachers that you've actually ? episodes, common theme from you and others who know the work of a running record.

MO: But, you know, the thing about it is I've seen even with the observations of it that some teachers are using it, which is really part of the kindergarten requirements assessments, but in our group, we decided that so many of our kids were coming totally unschooled by the time they come to first grade that we wanted to go and use the observations record, well, there is a huge argument about not using all of it, you know, and then there's another argument ? like if you're not using the whole test, you're really, you're really, maybe, not getting a whole force of the results and it is the same thing with the running records, you know? I think years ago when I was exposed to running records, it was like it was a method, you know, I'm assessing, but it really wasn't something that dawned on me that I should be using it on a regular basis with regular kids, kids that weren't necessarily referred for remediation. Of course, my ? was remedial reading, which I was a ? for ? they came to me, I just tested them and said this is where you are at and this is what I suggest you start with them and not necessarily working with the child on a long-term basis, but now I think with the running records, it was, you know, to just have the idea of how to do it, just having the methodology and not knowing how to interpret the results, it really doesn't help you at all and ?

MAJ: Okay, so it's about coding and interpreting. Okay. The next question may be difficult to answer with certainty, but I'd like to get your thoughts on it. In thinking about how your assessment practices have changed during the last year or your instructional practices, how much has your involvement in this study group caused those changes compared with other influences in your life at this time? ? a really long question, let's see if I can elaborate. Your involved in ? learning anyway, so I'm trying to get your, if you can because it's hard to do this, I'm assessing and teaching in this way because of the study group, not because, sort of all the other things I'm involved, the ? over there, too. I'm trying to get you to really, can you narrow down practices and assessment or instruction that really



are due to your study group involvement. Are you able to do that?

MO: Well, I'm not supposed to be ? Okay, I know one big benefit of having been in this study group is just being able to do the GRA and understand what the GRA, the intention of the GRA and how to really work with it and I think you picked up on something that is really true, Mary Ann, because at the beginning when I first came to the study group, it was like I had so many things, so much stimuli in my life, you know, as far as things that I had to be doing that I think it wasn't until about, let's see, around January that I really was able to feel that I was focusing on what I had been learning in the study group, you know, and to really look forward to the next session, you know? Prior to that, it was like, you know, I was learning things, but I hadn't had a chance to process it and I think if I'm to look back now and see, I think for me the important thing was hearing other people comment on what I was doing or what my problems were, you know, if I would say that I'm having trouble getting this child to really focus on the ending of words, you would say, 'well, what does the rest of the group say', you know, and that was very valuable to me. It was also valuable to get to look at other children's work that came from other classes and not only did this validate some of what I was trying to do with my children, it also gave me sort of like a pre-knowledge of some problems that cropped up that I hadn't encountered but somebody else in the group had encountered and we had talked about it and I think seeing the videos of the kids, you know, and watching their behaviors, it helped me to recognize those behaviors in my students because when you're right there with the child, you're really, for me, I'm focused on okay, let's get that print going, ? task oriented and I'm not, I ? picking up on their appeal for help. There are so many ways that children appeal for help that I learned in the study group, you know, looking at their body language, knowing what the hesitation was in reading, you know, it's not always bad, ? what it was. So, that's something I learned, you know, that the hesitation is it to be monitoring, I mean there is so many things, not to recall them, but those.

MAJ: Those come to mind? Okay. What was the most helpful? What was the most, when you think of your learning, can you, could you think about like the one of your whole involvement in this study group, what was the one most helpful thing or the one thing that most facilitated your learning or these changes that you're talking about or thinking of?

MO: Definitely having to sit down and write about your child, you know, and then thinking in terms of discussing a problem or a worry that you're having and what plans you have for working it out or the way you've been. To me that was the most helpful because I have to be still. As long as there is something else there, I have a tendency to be sulking and reaching for it rather than taking the time to process it, so I had both and that was the most important for me to be able to say okay, there is a process in place and I'm trying to follow that process to the best of my ability and I'm seeing this child respond. I'm seeing a child who probably was a lot like me and reaching for lots of things at the same time, being able to settle down and focus and pay attention and grow and I feel I did the same thing that I saw my child grow when you slow down and pay attention, how you grow. You know, nobody likes to write about that stuff actually, you know, and when you ask somebody to do that, it also causes you to be in perspective and not only did we have to write, you also, you encouraged us to come up with a plan, you know, talk about where we would want to take the child and that was also extremely helpful. Another thing that I just thought about, some of the ideas that were given within our monthly sessions, you know, we had a chance to come right back and use it, try it out, you know. The bottom line is that you forget a lot of things that you are introduced sort of in a workshop environment. For me it was also helpful to go to the Saturday sessions, you know, and be involved in a larger group of veteran teachers because I found a lot of people who came there had been teaching for many years, you know, and it really confirmed to me that despite what sometimes we hear, you know, it's either communicated one way or the other between things not said, I saw a lot of people who are still, even though they are not jaded, they still want to bring fresh things to their children.

MAJ: That's great. Okay. You have so much good stuff here to write. This next question is purposely vague so that you can respond to it in any way that makes sense to you. What's it like for you as a veteran to make changes? Pretty open question. Easy. What values, you know, what gets in the way, you know? We can talk at the classroom level, we can talk at the school ? level, system level, just think of yourself as a veteran. What's it like to make changes?

MO: Well, I have to dig into my personality for that. If it's something I'm very excited about, something I'm truly passionate about, it's going to work, I come right in and I battle through whatever it is I need to battle through to get them instigated, you know, get it installed and working. For example, this year there was, I had more of





awareness the use of small books as opposed to doing the ? and trade books have always been something that is unless you have the ability to somehow buy them, borrow them, beg for them, whatever, is not available, but this year, just really, and I think of it as soaking my children with trade books, you know, and I just really saw that in bringing that change to my classroom, it had such a positive affect that I didn't care where I had to walk to, who I had to ask in order to get a steady book of those trade books coming in. With realizing that as children read and finish those books, they feel more like readers as opposed to reading a story out of book and they're picking up that same book week after week after week, you know. So that was a major, major thing for me because then it meant that I was doing five and six different reading groups, different ability groups as opposed to having to one that I did and one that I tried to get my paraprofessional to do and then we used to normally switch out somewhere between the middle of the year so that I was sure that both groups were getting the same type of instruction. So, that that was one that, it was very easy because I was so excited about it that I made the contact.

MAJ: And you saw the effect on the children right away?

MO: Yeah, right away.

MAJ: So, that's one thing that makes it easy, the quick response.

MO: Things that were more difficult is keeping the focus on the reading and writing.

MAJ: What do you mean?

MO: Saying that every time we read about something, it felt so right about it as opposed to like once in awhile we write because writing is very, very difficult for this group because they simply do not have a lot of language background. They do not have a lot of experience. When I say background experience, I'm talking about so many of the trade books are based on American life and so for me, a ?, so it would take a multi-lingual teacher forty minutes and she has pretty much got forty minutes, I'm just rounding the corner to get into the meat of their selections because I have to build so much background and so then I usually used to abandon writing saying we could do it tomorrow, we'll do it the next day, because it meant that the whole of the lesson to do the writing again, it didn't necessary flow from the reading and so that is the change that's been more difficult to institute into the classroom. Seeing that we just read, for example, I tried to bring books that build Mac literacy so even though we're doing a Mac lesson and we've just read a book, the last book we read is The ? of Making ? and I wanted the children to write about that. I want them to write about invent a way that they could make eleven or whatever their favorite number is and then we get into the Mac lesson, which actually was skip counting, you know. That, it's been difficult to become system with that because of time and being under time pressure.

MAJ: Yeah, time is like the eternal problem. Anything else that, you know, at the school level or the system wide level that either makes it easier or hard for you to change?

MO: I don't like that question. School wise. I feel that maybe I've been able to influence individuals to make changes. I've tried to share my ideas. I've tried to share the work that the students are doing, particularly a lot of the terms the line of fighting, because I knew that if I was struggling with this that I knew that other people certainly were, but to sum it up, I still say a profit without order is all ?

MAJ: That's very truly. Why do you think that is?

MO: I think people receive you, no matter how humble or diplomatic you try to present your work, people tend to perceive you as a competitor when you're working shoulder to shoulder and I'm not sure that individual teachers can truly make the difference to say come along for five minutes to eat together. You can make it on a grand scale building wise or even system wise. You almost have to be in a position that gives you that sort of tag that says, 'My job is to disseminate this information to give it you' and you're more received at that level as opposed to me bursting in here and saying, 'Hey guys, this is what I'm learning in study group'. I talk about it, you know, and the people who are interested, they bite, you know. I present it in my grade level meetings, you know, because I've had the opportunity to be the one making the agendas, you know, what we're going to discuss, but for example, I talked about this in my grade level reading.

What are the habits of good readers? I offered the pink form that has all of that and out of four teachers who actually,





we're about seven that meet, but four of them actually Grade 1, there's was only two people who were in this ? and the other ones decided to carry on a private conversation while I was talking about it.

MAJ: It's difficult.

MO: And to demonstrate that, you know, for example to try and talk about, I just received a letter saying that I was going to be honored on Friday through the bilingual department ? for Excellency in Teaching.

MAJ: Congratulations.

MO: Thank you. And I have been reluctant to share that.

MAJ: With these people, yeah.

MO: Because of how people will receive it. People didn't find out about it until yesterday when it came out on the weekly bulletin that we have in the building, you know. It's really strange because it should be something that is, that's you, you're able to just say and you then, ? for it, you know.

MAJ: It is a strange phenomenon, I agree with you. It is a strange phenomenon. I know my pastor says ?, there are certain people who don't want to hear or don't care to hear about the good things that are happening to you and so when you share, this is what he told us, just share with those who you know will care and the other ones that don't care, ?, told them directly or they hear about it, they don't care, they don't even want to hear it. They don't care. That's pretty much how I do this. So, people will come and say, 'Why didn't you say?' and I say the people who I really want to know do know and so I think we're on the same wavelength there. I don't share a lot of good things that happen to me, I don't share with everyone. So then ? you know, so don't feel bad because I do ? way I ? Any other context wishes because that's a big one. Your colleagues. I think that's a big issue and again it's a theme that's running through all the interviews I'm having with you all. You had used a nice term, which I'll probably use in my final paper, about being a Lone Ranger. I think a lot of times when you are the kind of learner that you all are, all of you in the group are learners, you are sort of a Lone Ranger among your peers. I don't know. Veterans, we're just those who want to be learners, we are like Lone Rangers and when we get together it's wonderful, it's a wonderful feeling to get together with other Lone Rangers, but you're right in that ? you're not alone. I can tell you that. It's a phenomenon in most of the other buildings, Shirley's building, ?

MO: You had some of the same ?, you know, and I guess some of the same complaints. I felt that ? she was an ESL teacher, but she had to pull up ? ESL all of us has been, you know, self contained and just with her being the ? for the school, there are a lot of issues that concerned the multi-linguals that never really came up in the meetings and this essentially it's like we were ? and we worked together. You know what I'm saying. A force of five could ?, you know, make some things happen, you know, as opposed to say then there were another twenty of the people who were involved in the bilingual teaching, you know. That all five, all of the five voices because they were coming up, well, let's say four because one is always very silent, the other four because we want ? we don't have an issue that we bonded on together, nothing happened over and over and over. A lot of it had to do with assessment. For me, I was just, I'm in the process of doing a questionnaire for, they do allow these children of study to test, ? test of study ? from kindergarten to first grade, and so on. So, this is first grade and in December, they asked me what are my standards for kids? Do I have different standards for kids on my expectation of what I think they can do or do I have standard or same standards for all kids or do I have standards for all kids except that I make exceptions for special needs and language, you know, second language learners? And I really had to think about that because I, since all of my kids are second language learners, then I admit I had the same standards for everybody. You know, I couldn't in that group and then say, 'Okay. Well, this is the best this child is doing', you know, because they are a second language learner as opposed to having past the expected motor language skills, but it made me think in terms of how again that we assess children so wrong. What is happened in my area is that whatever ? has decided is going to be the assessment piece that is going to ? we do that plus what the bilingual has also decided. It's very wrong for ? and the bilingual department are two different, we're not supposed to be, but I mean in terms of ? coming out of the ? instruction ? office, you know. They have decided looking at all kids throughout the system. So, they decide say the benchmark for reading is going to be the wagon or the pot of gold individuality, which you know I think they have moved from one to the other. It's not a ? for that to be a benchmark for my first graders.



MAJ: So what, as the veteran, I'll just have you speak as a veteran now, what would you like to see happen? You just mentioned it, which is a good example of, it's actually a contextual issue higher level, you have got rhythm instruction here, you got manual here, what would you like to see happen as of that terms of your ? or any requirements?

MO: I would like to see that since the bilingual department has given us our own benchmarks and since we're under, I mean, we're under their guidelines, we should go with them, not have both things added. Because it is not right to have the children have to be tested under ?, but apart from that they also have their own benchmarks that they have to make for using the ESL core literature, ? one or the other. The same with the math. Our current math test is heavy based in English, a lot of problem solving and we've been struggling with that, you know, and it's not that the children are unable to understand logic. I don't think that's what it is. They cannot understand necessary logic in the terms of Western Civilization or in terms of all the background information that you need in order to even pick up on the examples that are within the problem solving.

MAJ: So that's, it's a similar issue actually, It's a similar big issue, but it's really similar.

MO: So, we now need to do math literacy before we can even get to the ? lesson and I'm not sure there is, I'm not sure the two branches have really gotten together and said, Let's look at one of this.' Not only what we're asking the teachers to do, but what we're asking of the kids to, not necessarily at the first grade level, but as we go along. Sometimes the kids are weeks into testing. Week after week they are tested.

MAJ: All right. Moving on. If, again, aimed at getting your perspective as a vet, this next question. How do you think, how do you feel this study group model could be improved, the study that we just went through? How could it be improved?

MO: I think we have touched on that briefly last time. I think everybody, I have to agree that I think somewhere when the weather starts getting milder or we were more in touch with our kids generally, that people were yearning for the sessions to go longer, you know, because we took care of talking about the students that we are focusing on and learning some sort of reading strategy every time to bring back to the kids, but then we had our needs, you know, something that was stimulated by something our though patterns were stimulated by some of the discussion and we wanted to delve more into that. And then it was time to go. And there was me coming from a late school and getting there, you know, I was just like, 'Wow, we need a little bit more'. So, it would be interesting to see something like the study group, whether it would have been possible to get people to commit just like a small portion of the summer to where you're not so hedged in with, you know, tomorrow is another day of school and then you have families and so on. But I think that was a positive in that people would get something out of the group otherwise they wouldn't more.

MAJ: Probably more than half of you did say ?. Probably six of you feel that way that you wanted more time. How ever that would work, you know, you either wanted more time at the end ? will be on five or summer of even next year. So, all of you feeling the need for more time. Any other way this model could have been improved?

MO: I don't know. I don't know if I have a suggestion, but it's just a need. Also, I think people were reluctant to really talk at first, so a lot of time was passed by people just being reticent because they didn't know how they would be received. So probably I would think just a couple of sessions prior to getting down to working together of just maybe people bringing an issue, of coming to the meeting with an issue that surrounded reading and writing and literacy that they just wanted to talk about and sort of like...

MAJ: Break the ice? Ice breaker. Because once you all got into it, you know...

MO: Oh, yeah, we had no trouble ?

MAJ: Not that we want you ? just step back so we could just do our thing. That's good. So, that's okay. Was there anything that was not helpful or what was the least helpful thing or something that was not helpful?

MO: I don't think I have an answer for that. I don't know.





MAJ: I bet you can't think of anything right now or you don't think there was anything that was not helpful?  
MO: Nothing bothered me about the process, you know. I think that would have been what would have had to happen for me to be aware that something was busy work and therefore not helpful, so I'll answer it that way.

MAJ: You already eluded to the value. Only one teacher said, she said, 'I would never say it was not helpful, it just wasn't something I liked doing but it's like it's ? that these things are coming out as we talk. It did make me think more about what I, why I was doing things, you know, having to think, having to write about what you're doing, whether it's you or the child. It made me think more about my work.' So, she didn't like to write, but it helped her thought process. Okay. We have one more and the other three really have to do with the last session, but anyway, if there were a part two, I think you pretty much said you would like it to have involved sessions where you could really talk about issues and problems that you have, your own needs that had to do with literacy or math or just general needs in interest of your own versus going beyond their own record in its analysis, so you've said that. Is there anything else that would be part of a part two study group if we were to have one next year or in the summer, whenever? Is there anything else you would like that part two to involve? How did you feel about the analysis? You mentioned the third level of analysis. Do you think you got enough on that because we only had six sessions. Do you think in terms of analysis, did you get enough to kind of, because you had had experience with this before?

MO: Well, I think, let me answer that by answering in terms of what I felt the group was feeling. I think that for most of the group, they were comfortable with the information they got, but they needed more practice at it, you know. In other words, they weren't sure as I think I get it, I think I get it because, I mean, based on the questions people were asking me, perhaps they felt that I had a grasp of it, you know, so I think they just, they knew it, but they weren't sure what to do it. So, and not only that, but I think its out of that that the conversations and this came and this feeling of wanting to extend the sessions because that final analysis really created a lot of discussions onto how then will you start teaching that particular strategy or skill to the child. And so more of that would certainly benefit the whole group.

MAJ: It's just so short and I, you know, I try to keep to my word. Okay, it's six sessions, it's ninety minutes, because I know some people get really ? when you don't, you ? so anyway, that's nice to know that you feel like the group needed more, because they means they were learning and they wanted more and more practice. That's great. Okay, how would you, these are questions I asked of the group at the last session, and I'll ask you real quick. How would you define professional development? Real quick.

MO: Professional development is a very selfish thing. It, in that, you are doing it to keep your mind stimulated to keep learning, an ongoing process for you and to give you fresh materials to bring back to your children. I was a believer in professional development before it was "forced upon us". And I think that might be the key to why this Lone Ranger thing that we have talked about has come up because for so many people, they are going into the professional development with every resentment because it's something, you have to get that eighteen hours in, as opposed to if you're going in to say this is going to help me, this is for me, this is going to keep some of the gray hairs ?.

MAJ: Where do you think that comes from? That kind of lone, that kind of, do you think that's just something in ?, is it something from? Where do you think that love to learn comes from in a teacher? Because obviously it's not there for all of us.

MO: Well, I think it really goes back to your kind of, what kind of experience did you have in school and what kind of learner have you been all of you life. If school was a struggle or if school was something that was forced down your throat and you just basically was hanging in there until you could get out and get a job, it's going to continue like that for the rest of your life. The more I think about it, the more determined I am to make sure any time I come in contact with someone that I have to teach something that I do it in the most pleasant and exciting manner so that they're not turned off by the process of learning. So, some of the adult learners, some of the adult non-learners that we see, are a result of being children who were turned off on learning and reading and inquiry based type of things a long time ago.

MAJ: Okay. That's great. What constitutes effective professional development? Because you can have professional ?, we're talking about effective professional development.





MO: Well, I think that effective professional development not only gives you the information, but also gives you a channel to practice, you know, or to be supported. I think if you, you can go to a million and one sessions and you have full intentions of bringing it back to your classroom to your children, but you find you get there and it's so difficult to graft it into your already established routine, but if somebody comes along besides you and says, 'You know what, I'll come to your class. I'll work with your kids', for a couple of weeks, a couple of months, however long you think it will take for you to do this, it makes a big difference.

MAJ: Okay, so you got to have the both, you just can't go get it. You need someone to help you kind of work it through.

MO: Yeah. Either someone from who officially gave the workshop or I think a contract with somebody who has agreed that they would be a mentor for you in doing the process.

MAJ: Great. Last thing. When you say you learned, what do you mean?

MO: When I say I'm learning?

MAJ: When you say you are learning, what do you mean?

MO: I mean that I now, I am in the process of knowing something that I didn't know before. Learning something new.



7 Tina

UG/1969

MAJ: Talking with Judy Tibbits. Now I want you to start off by telling me about your undergrad education. What school and what year you came out and your graduate, if you have a graduate degree - what year, what school and just talk about your ? and theorists, you know, people you studied, that you remember, and just talk about your education.

JT: I'm Judy Tibbits and I went to Boston State College and I graduated in 1969 and I started teaching in Boston right away in 1969. I did do some other graduate courses. I don't have my Masters, but I have other courses that I took. A lot of reading courses at Wheelock. I did a couple of weekend courses at Emanuel. So I have, you know, other reading courses. I have, as far as, the PDPs and workshops and all that, I numerous courses. They must add up to about 800 PDPs.

MAJ: Talk about your undergraduate at State. Do you remember specific courses or any theorists, you know, people that you were studying at that time. You know, their theory and philosophy. Do any come to mind. Any courses, naming the courses that you had.

JT: I know that my undergraduate courses at State at the time, were, we had a lot of courses. We had seven or eight courses a semester, which is not the way it is now. Um, and all the theory courses, we had to do an awful lot uh, work in the fields. A lot of um, reports and projects and things. Uh, at the time, I don't even remember my teacher's name.

MAJ: Did you have Marie Gannon, or Mary Wright?

JT: I was supposed to have Dr. Wright, but at the time for student teacher she got sick she was on a leave. So I had fill in, a substitute, ???? I forget, I'm not sure. I know, in the days that I started teaching also we were evaluated by um, a supervisor once a month from the town and we had the principal once a month. Like clockwork, I mean, you were really evaluated. And um, we had about ten to twelve new teachers in the building. So, they were there all the time. Um, so there was a lot of evaluation for us. Uh, the theories were, I liked the theory courses, but they were, they didn't give us hands on training. I thought they were to idealistic, so when we really got into the work place, it was a whole new ball game. Um, things would be wonderful if you could do what they said, but it just didn't work out that way. Um, eh, I got a lot of input from a teacher that I shared a room with. She was an experienced teacher - Ellen Lowen - she was very helpful and being in with her, watching her, she had, they had the IPP Program.

MAJ: What is that?

JT: The Individual Projects Program.

MAJ: OK.

JT: And the children moved according to their progress; and I think the first from grades 1-3,

70 Can, 70 30.  
70 Educ 70 no exp  
70 rr 70 d spec.

PSYC  
ECHO  
Support  
from  
expanded  
help  
by watching



*Handwritten: Build*

I think we had up to 12 levels. And Ellen and I, she had level 1 and I had level 2. So we had the lowest of the low and um, she taught me an awful lot um, strategies to use, I think. We didn't get any methods courses. I think the hands on training is more, being in the field, being with an experienced teacher was really helpful to me. Um, watching her do things. Uh, just her way with the students was really very eye opening. She had a nice way with children. Um, she challenged them, but she never put them down.

*Handwritten: Support from her in field*

MAJ: Going back to your courses, do you remember the names of the them, the theory courses or your methods courses or any people. You know, we talked about Clay today, were there people back there that you kind of remember as part of your undergrad? Or any course, specific names of courses that you remember? Reading courses?

*Handwritten: them's y courses*

JT: Uh, let's see. I don't remember.

MAJ: OK. Talk about, you talked about this a little bit already, the ????. Evaluate your preparedness to teach reading based on your undergrad, since you don't have a graduate degree. Based on your undergrad, I think you said, I think you might have answered it already, but do you want to say more about that - your preparedness to teach reading specifically. Would you evaluate your preparedness based on your undergrad experience?

*Handwritten: since*

JT: I really don't think that we got enough to actually do the actual teaching of reading. I think, as I said, when I got in the classroom, it was a whole different ball game. Um, they had idealistic things that we would do, but it, the courses weren't hands on training, what to do per say, you know - you should do this, you should do that. It was just very broad, very general, not really specific techniques to use to analyze what problems arise with children with reading and what to do about it. I think, it was just, you're sort of left on your own.

*Handwritten: not in it*

*Handwritten: PSVL Challenge*

MAJ: OK.

JT: That's how I felt.

MAJ: OK, until you got with this experienced person, where you got more of a techniques and strategies.

*Handwritten: + to*

JT: I mean, you enjoyed student teaching, you know, my eyes were opened a lot and things like that. But, um, even with that, the theory courses, I don't think, prepared for teaching.

*Handwritten: Support from PSVL*

MAJ: Mmhmm. So student teaching was helpful, but it wasn't enough. Is that what you are saying?

JT: Student teaching was helpful, but um, I was, what was in the second grade, I was





supposed to be a first grade teacher, but I was replaced with someone else in second grade and then I had a sixth grade. So, I think, first grade probably would have been more beneficial to me. Right from the start.

MAJ: OK, OK. Now, um, what have you learned about the teaching of reading since your undergrad years? In other words, what do you know now, that you didn't know as a novice teacher of reading?

JT: I think, especially through the Reading Recovery training, my eyes have been opened up, as far as, giving the children teaching them strategies to read when they come across a problem. They really zeroed in on what they are doing wrong. It's the first time that I've noticed, you know, exactly what's going on. Even when I hear a child read now, and you know, I sit and maybe do a running record or whatever, I'm saying, "Gee, they're not doing this, they're not doing that," and that never never occurred to be me before.

MAJ: I know, it's a long time ago, when you were a novice teacher for all of us, so what do think you did before? Because now you're saying, you were able to listen and observe and say, "He's not doing this or that," so what did you do before?

JT: It was your typical vocabulary development. The typical, the typical phonics, the typical vocabulary development. Um, probably not challenging the child's mind more with predictions and key questions. It was just sort of mundane I guess. I was a lot of formal reading, not the guided reading, that was setup, because that's the way it was.

MAJ: OK, alright, interesting to see what you're saying. Um, so your teaching of reading has changed. Um, can you give me another now and then senario ? If you think you changed with Reading Recovery, and you said you took a lot of PDPs a lot of things, you know, you don't have your Masters. You took a lot of courses and so when do you think you changed? When did you change?

JT: I think, I've been changing all along, but the Reading Recovery training really was a mind blower! (Laughter) No, it really was! It changed my whole outlook on everything, I mean, completely. And you don't look as the children as reading that way, I think, just the level of classroom teaching. You really don't. You don't look at how they're making mistakes. You don't look at just simple things that you can do to help them change their whole way of approaching their reading and a lot of children unfortunately, just fall through the cracks. They just need a little bit, a little bit of help with a certain few things, and I think they really pick up.

MAJ: And I think what you're saying is true, the strategy, cause I had a classroom teacher years ago too. Never thought about, you know, strategy I did what you did, because that's how I was trained. I never thought about, you know, rereading, I mean, I just never noticed the children relate. It just wasn't there. I wasn't taught that, so I didn't notice, whether



they read or didn't reread once they stopped. (Both of you talking)

JT: They weren't challenged to reread.

MAJ: You're right, they weren't.

JT: I was taboo, and that's a whole different mindset also.

MAJ: Yeah.

JT: I think ~~some teachers today, still feel that way. If they reread it's not good. We have kids who go to class, the teacher says, "Why you doing that?"~~

MAJ: Teachers ask me, "Why they doing that?". Or the accuracy of wanting them to have the right answer, when in fact, it's much more than just getting the right...

JT: ...or when they go back and reread, they're really doing the problemsolving, so it's much more useful.

MAJ: Mmhhh, OK. Um, it's mainly Reading Recovery, but you've done a lot of work, you know, with courses and what not. Any other, um, any other now and then scenarios. Something that you did back then, that you do very differently now, where the teaching of reading is concerned. Anything else that comes to mind, like something, you are really just doing differently these days, that you have not mentioned?

JT: It's ??? facilitate to zero more on the critical thinking. Um, getting them to think more on their own. Bringing in prior knowledge, so that's it's more meaningful to the children. Not just, you know, a story is a story. ??? so that's it's more meaningful. Um, getting them to try and, also a lot of professional development ??? getting them to organize their thoughts. To try, when they are writing, to try and make them put things in sequence, in the right "sequence" and how these little organizers help them um, organize their thoughts, so that, come up with better story writing and printing. And it's easier for them to do the right sequence and give details.

MAJ: OK, that's good. Um, as you think about your work over the years, has there been a particular person or a particular event - you did talk about Reading Recovery - but maybe other things, that made it easy, cause you said you've been changing all along, so over these 30 years - had Reading Recovery 2 years ago...2 years ago?

JT: Last year.

MAJ: Anyway, we can talk about Reading Recovery in a minute, but before Reading Recovery, were there other, were there people or situations that made it helpful, that supported you





when you were trying to make change. What things were most helpful to you and what things did not help. That sought of prevented you from changing. Does anything on either side change, you know, for you or things that got in the way.

JT: ✓ Nothing that was a barrier, I mean, I think um, with administration in the building, you always trying to strive what's gone wrong. Um, you never could really figure it out that well. Um, through Title I Grants that we got, school improvement grants we got a um, some different people who did workshops that were very beneficial. Um, in fact, one of them, she was in the office of the Human Resource Center. I'm trying to think of her name, she was a whole language staff...

MAJ: ...Millie Beal...

JT: ✓ Millie Beal. I got her, a couple of her workshops here. And she was great. I mean, she really gave people hands on things that they could use techniques. You know, she brought a multitude of things to show, so that they really had some real good things to work with. People like that that we had they brought in a lot of people right in the building that we worked in. Very good. We had people from, I was in the B.U. ? they had a lot of workshops that were beneficial.

MAJ: What is this, talk, that is...

JT: Uh, it was student achievement, um,...

MAJ: that's with B.U.?

JT: ✓ That's with B.U. Um, let me see, Jerry Leader, John Carthorne from B.C. were involved. It was the Team Unit Group leading there and they gave us a lot of ideas. Just how to get performance based objectives. Do a lot of work with writing. John Carthorne was an expert on writing, and he came and he did a lot of um, what do you call it, writing things with the children, where they, he gave them something to write - I can't even think of the name he called it - you know, comps...

MAJ: ...yeah, writing comps. yeah.

JT: ✓ And how to evaluate them, you know who to evaluate them. And then he had this college student evaluate them. And compared and we were like in the same ballpark. A lot of things like that. We also had John Collins come to the building.

MAJ: Mmhmm, OK.

JT: You know his folder, he did a lot of hands on in the building. He gave a lot of bilingual teachers a lot of information - which had didn't encourage the bilingual um, teachers, at





✓ the time, it was really a necessity but then they changed the points so everybody used it. And um, I think our school actually has done a lot, but because of the two languages, I think there are still a couple they have to work on with more English in the building. Which ?? is doing.

Challenge  
more  
curriculum  
Support  
for ESL

MAJ: Did you balance off the first, I know there was a problem at the Woodward, the first...

JT: ...this year there's two seconds.

MAJ: Who's doing the other second this year?

JT: Um, Ms. Simpson.

MAJ: I don't know her.

JT: No, she's new. Um, so that's the only, it's still not balanced that way, but as far as, what I'm saying to you, Ms.? she's encouraging teachers from grades 2 and up to stress English more. There is much more vocabulary. That's where the children, want me to take them to take them advance half a lot, because if they don't have the vocabulary. So, she's instructing that. That should help change a little bit maybe, hopefully.

MAJ: Anything else that has gotten in the way of change for you? Or that has not been helpful as you try to make changes? Anything that has not been helpful?

JT: I think, not in particular.

MAJ: Anything, when I say a person, I'm talking about a role, a particular role of a person that was not helpful, as you think over the years, that kind of supported you in your change. Just a role a person played, um...

JT: The administrators have been for change. They have stressed that all along. Some administrators go more for it, uh, giving you a free??. Some administrators want to do the whole ball game, you gotta do it my way. That I think, I think everybody doing the same thing is good, but I think if the people are involved - I know, I've had training in certain things, so it hasn't been a problem for me - but new people coming in haven't been given enough training and they are expected to know certain things. So I think that's been a deterrent for a lot of people in the building.

Challenge  
- admin  
- teachers  
- students  
- staff  
- parents

MAJ: Yeah.

JT: A deadline, and you do this, and they really don't understand what they are doing or how far they have to do with it.



MAJ: So you see this, as more of a problem for new teachers coming into a building or new teacher period?

JT: New teachers also, because now there are not standard facilitators and the I L grade level meanings, um, Ms. ? in particular, is on theme based ?, and I don't hear, and the G R rating, whatever, but I don't hear that much about particular things in the English Language Arts, which I was the facilitator, for instance, the novels being stressed, which they are supposed to be doing, I haven't heard anything about that. I think that it's just sought of an aside that they should be looked at it in the resource side and that's it. You know, because she's based more on theme. Those kind of things different teachers working on them. I think the new teachers, sought of don't, might not, understand that they have to do these for novels, that type of thing, you know. So I mean that might not be fulfilling like the system expects from them.

MAJ: OK. Um, so as a veteran teacher, uh do you see issues with that being a problem for you or no; because you know the expectations, is that, talk about it from a veteran teacher's perspective in that issue.

JT: In this building, with the grade level, if you're not in a certain grade level you sort of, you don't get all the information that everybody else has. I'm not privy to information that I was before, so I had more...

MAJ: ...because...?

JT: ...well, it's just because I'm with the first grade and it's not shared. I mean it's just like, it's sort of everybody in first grade has their information, everybody in the second grade, and I think in a way its kind of...

MAJ: ...what would you like to see different Judy? You mean more cross....

JT: ...I think so, more cross grade, because when there's some cross grading, you know, the teacher that had the children the previous year, she'd be, um, what was expected of them and what the goals are to get them more together. That hasn't happened yet.

MAJ: OK.

JT: When I came in as a ? facilitator, I see that Ms. [redacted] is on a different sort of line because she comes from Texas, out of state and wasn't aware of grasping things that were not in line with what Boston is telling me. But...

MAJ: ...so, she was new to the system?

JT: ...and she was sort of resistant to a lot of this, so...





MAJ: Was it not knowing or knowing and just wanting to do it...

JT: ...I think knowing, but feeling that she could do it her way. So when I was a ? facilitator, I would keep, give the teachers the information, but it wasn't stressed more than what the city expected. You know what I'm saying?

MAJ: Yep, I do. OK. Um, let's see. What, now this next question, everybody kind of like says, "mmhmm", they kind stopped on this one. Let's see. I listen to what you do. If you were receiving a award as educator of the year, and you had to write your introduction, in other words, you received this award, there's a thousand people out here in this audience, and the award givers have asked you to write your own introduction to receive the award; what would you say in that introduction? About yourself as an educator, what would you say? What would you want those thousand people to know about you?

JT: Well, first of all, I think I would start by opening up and saying that I chose teaching because I love children. And that I always wanted to help them. And that I'm learning everyday. Everyday you learn something new about children and how to work with them. Just like you're opening their minds, you gotta keep an open mind yourself. Um, the name of the game is cooperation. That you try really hard to cooperate and learn as much as you can to give them the best that you can give them. And that as human beings, you know, you're open to having your down days and your up days, but you hope that you can put more of the up days together and make a difference. And the support that you will receiving this award you must be something (laughter)

MAJ: You're making a difference right?

JT: Um, working with other with your colleagues, to try to open their minds to what you've learned; to share with them; and not in a way that you you're um, in a helpful way, not in a critical way, but to help them say "Gee this is really working great," that type of thing as a teacher. And that the upmost thing is the child and that is your only goal, is to help each and every child, because each and every are different and they all have something to give.

MAJ: OK, great. Define reading, please? What is your definition of reading?

JT: Um, reading is the process that gives information um, through um, meaning um, and it allows you to communicate through your speaking and your writing, what knowledge you have learned. That it also is a way of gaining knowledge, um, (oh God, I can't think). Um, that knowledge you communicate, you give yourself more knowledge, you go on to improving yourself so that you attain more knowledge and um, ....

MAJ: ...communicating...

JT: ...getting knowledge, communicating knowledge, um, it's the process of, technically, it's





the process of decoding and getting information through, you know, visual the cognitive type setup that you get knowledge in your brain and then you give back what you've gotten and then through critical thinking or you - can't think in the morning! (Laughter).

MAJ: You said a couple of times it's a process. So, you'll agree, it's a process gaining information, communicating, being able to write on what you're reading, um, it's a way of gaining knowledge. Anything else you wanna say?

JT: It's a pleasure, I think it's a necessary part of life. It really is. If you want to do anything in life, you have to know how to be able to read. Whether you are an advanced reader or not, it's important.

MAJ: The way you just defined reading, did you always define it that way?

JT: Probably not, there's a more technical way (laughter). It's just a general broad...

MAJ: So just let me rephrase the question. As you speak of the students in 1999, say back in 1972, back, way back, how would you define reading, back then? Is it different or the same?

JT: Uh, it probably would have been more technical terms. I'm giving you just a general view, um,....

MAJ: You mention more communicating, gaining knowledge, it's a process, you get information, you also should be able to write about what you reading and so I'm just wondering if that how, when you worked as a novice teacher, is that what you, and based on what you said earlier, I don't think it is. I think you changed considerably, how you think about the process of reading. I'm trying to get you to talk about what it is was to you 25 years ago. How would you have defined reading 25 years ago?

JT: As I said, it was just a basic setup when you did reading. I think it was kind of mundane, now it's more getting the children to use the strategy, do the problemsolving. It's a way of getting information through problemsolving, more so that just rote memory.

MAJ: Uhuh, OK.

JT: That's probably what I wanted to say.

MAJ: Yeah, I think that's how many of us were trained. I went to State too, well for grad I went to State, I was in New York. What I found, is well yeah, it was just the print, it was just a code and if you decoded it, you read. I mean, that's how a lot of you were trained way back. So when I was a first grade teacher and my kids, at the end of the year, not all of them most of them could decode. If they understood it, it didn't matter, it's just like



you said, very straight forward, very rote and I had thought I had taught them to read. So, I think, is that what you're saying?

JT: I think that's what I'm saying. Now make it more meaningful. They problem solve, they read on their own, they get the information, they answer the critical thinking questions to make them think, I think that's reading. I think it's more a deep meaning than just memorizing the words and vocabulary.

MAJ: OK. Define assessment? I know you're not a classroom teacher, but describe the ways you assess or keep track of kids with whom you work - let's put it that way. Define assessment and describe the ways you assess and keep track of students' progress.

JT: OK. Assessment is measuring students' progress through (end of side one)

MAJ: I'm gonna ask the question again - define assessment and describe the way you keep track, assess and keep track of the students with whom you work?

JT: Ok, assessment is the way of measuring the student's progress. Um, I think you can do a lot through informal observation. I think that's very pertinent to a teacher, make your informal observations of a child, then you go into actual assessment and being a Reading Recovery teacher is the running record. It the key to assessing students' progress to find out what mistakes they're making and what strategies you have to teach them. Also the GRA, which we are using in the first and second grade here, which is similar to a running record, it's not really the same thing. We are doing that and we are trying to track the student's progress from the beginning of the year, the middle of the year and the end of the year. Also, portfolios, getting the children special work, not just the key questions.

MAJ: Talk more about, how do, what do you see is different about the GRA? How do you see the difference?

JT: Uh, well of course it's a set um, passage that's asked to be read. It has questions and predictions. Some comprehensive questions. I don't know the exact, I haven't read the book on what will tell me the nitty gritty. It's not available. There were a couple around...

MAJ: ...in the building?...

JT: In the building, and they were around, you know the back thing, what's it called - the thing that goes with them, that we didn't have?

MAJ: Hmm, the observation guide?

JT: No, I don't know, it's a very important part of it, piece of it. And now the moving, we



found them hidden in buckets and everything else, unbelievable.

MAJ: You have two in the building now?

JT: These two DRA kits, and they've ordered more.

MAJ: OK, cause you got one from Martha ?, she's supposed to be sending you one. You've might have gotten it already.

JT: No, I didn't.

MAJ: It was being shipped out two weeks ago. You've gotta get your own, but they were being shipped out. You will use one until yours comes in, but they..

JT: ..they probably got them. But um, in giving that, it's different, because you have to give a few levels to they reach the maximum, well in a way it's different, but it's not really. The 90%, it's um,...

MAJ: Do you like it? Do you like the DRA?

JT: Um, I think it gives them a baseline to work from and I think it's good to see where they think the students should be. And, what I liked last year though with the second grade, I gave it in the beginning of the year, and the children had a lot of problems and then doing it at the end of the year and seeing.

MAJ: Last year you did that?

JT: Yes, it kind of gave you a sense, gee something's going right. Because they made such gains. They did, I mean just in their fluency, it was much better. Then you could see strategies that they started to really, things like that. Seeing someone way down coming up quite a bit. Not that all of them did, but most of them made significant gains.

MAJ: And you mentioned the running record. What do you think about the running record?

JT: Well, that, with a Reading Recovery teacher that guides you into what you really have to do. From what the child knows, you have to develop your lesson around that, and I think it helps. You know, it tells you exactly what to work for. And I mean, I think, in this building too, it's been brought up at grade level meetings with all this assessment, that we have to do it naturally. But my question to the people was, "When we have all this assessment, where do the classroom teachers go from there?"

MAJ: Right.





*Madame T*  
JT: That's what we need the training, you see all this data and what good does it do, if you don't know what to do with it. *Change: 10/2/00*

MAJ: This building knows enough to get beyond. Some buildings they're at that point of just gathering the data of coding, but this building is at the point to move forward, I think. *Phyllis link*

JT: We need, I mean, cause they were asking what kind of training do you think is necessary. Well, some of the new teachers, of course, need the training in the running records, but some of the teachers that have had it, we want to know, not we, me specifically, but, you know, what signs do you look for and where do you do from there, and how do you adapt it to you classroom for teaching. That's the important part, cause it gives you information and if you don't use it properly, it's no good. I mean, what's the point. *Helen 10/2/00*

MAJ: You're supposed to analyze the data. You have to analyze the data, you're right. So, the new teachers, I know, um if they care to, there's a course, by, you know Barbara and Phyllis they were trained about six years ago, when I, I trained them in my first class, one of them. They're running a course after school course, just on observation survey and running records, analysis the whole bit at the Edwards School in Dorchester. You might want to pass that on. It's eight hours, I think it's eight hours. *Chelle*

JT: After school?

MAJ: Mmhmm.

JT: Are they an early school?

MAJ: Eh, I'm not sure.

JT: That's the problem with with our school.

MAJ: I'm not sure, but I know they're running the after school program on Observation Survey.

JT: I will pass that on.

MAJ: Pass it on to your new teachers. Ok. Um, has your assessment changed? In what way has it changed, if it has? Again, from looking at yourself....

JT: ...way back.

MAJ: Yes. *Change*

JT: It's changed dramatically because that was just text. Just the regular text that we would give and a few observation, but it was nothing, um, baseline data on what they can do and



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what they need to do. I mean, it was just, if you had a spelling test every week. If you had a phonics test. If was just that rote type of thing. This type of assessment gets at the nitty gritty and what we have to work on.

MAJ: And the other test did not?

JT: Right.

MAJ: And what did your other tests, the first tests.

JT: What they memorized. I mean, really it, really wasn't what, I guess it's what they know from memory. Um, I think the assessment, if this goes the way it should, you know, over the next couple of years, I think it will really make a difference in the way the children are learning how to read and may be make some real gains.

MAJ: OK, your tests, the spelling tests all that you did - what I hear you saying is, that it wasn't for your instructions, OK here are some things I taught, let me test it, versus, what you're saying I think, correct me if I'm wrong, that assessment now to you, now, is I'm assessing to inform my next teaching, not so much to test what they know. Or..

JT: Right, although I think it's important because I think now we can zero in on some of the problems that we never did before. I think, as I said, my eyes were opened up and I think a lot other teachers' eyes are being opened up. I think the colleges tend to still be idealistic just very mundane. You know, this is the way you do it and that's it. And it's really not in tune, they really don't give you, I don't want to say, they tell you what to do, because I think, the big thing when I went to school was, they didn't give you a step by step thing to do. You were sought of more or less on your own type of set up, that's how I felt. Um,...

MAJ: Did you have manuals? Cause, I know, I remember having manuals?

JT: I had manuals, you're right, but uh, I don't know...

MAJ: I certainly didn't mention anything about process like I'm going through now. I mean, I had the manuals...

JT: ...we did the manual, we did the lesson plan, you know, the objectives and everything, but it was just, I don't know, it was just cut and dry I guess, is what I'm trying to say. Very cut and dry. I mean the manuals that teachers use now, I mean, with the anthology now and everything, still cut and dry, but more critical thinking and they've used more graphic organizing. So there's more writing involved, which in those days, there wasn't. The big thing was getting all these red marks, and if you spelled a word wrong, heaven forbid. I mean, that way is changing. I like the children, you know, not worrying about that stuff,





Chavez

but I still think that there's a place to collect it along the way, which I think hasn't been done to full effect yet, you know. Seeing some of the upper grade children writing, I don't think they've reached that point yet where they've gotten enough with using their mistakes. By that time, when they're in the upper grades, they should be more into correcting their spelling mistakes, I don't think they've gotten to that point, effectively.

MAJ: Yeah, I think I know what you're saying. Um, like before, it was cut and dry, it had to be perfect. And now we're saying yeah they can make mistakes and they're learning on the way, but at some point there's gotta be a final draft that's decent.

JT: Right. It has to be acceptable. And they still have to be held to expectations, high expectations, because if we don't, they're never gonna reach it. You know, you can say, you make mistakes along the way, I don't care how many times you have to redo it, but the final, the final product should be a very good product.

MAJ: OK. Um, this is our last question. Other than that you normally, that I ask you, why are you participating in this research project?

JT: Because it's interesting. I think it is a big uh a big part of the picture today and I think especially where there is so much emphasis on the testing of MCAS and everything else, it obvious, other things that we do in the classroom that build up to that; and if we're not doing the job effectively, we want to know where we can help and I think that's the goal, I think the whole system. I think we have to do a better job of helping the children use the information and have them be able to be able to take a test and come in at a high, a decent manner. They should not be able to be untestable. Every walk of life you have to be able to reach a sort of goal and I think the children will feel better about themselves. I know, in this school in particular, as far as the writing goes, I looked at all the results were terrible all along, but when the writing parts of MCAS and everything, they did either a little better than the district and the state in the writing part.

MAJ: Why do you think that is?

JT: Because I think they've been encouraged to write. They're writing and they're writing journals and..

MAJ: ...and the teachers here are doing a better job of teaching..

JT: ...better job and not only like just at writing, it's getting the flow. At first the children will be um, having a deterrent to write a couple of sentences and now they're writing pages after pages. So they're not threatened, I think, that's the idea. Part of it is to have the encouragement to feel good about themselves. You have something to say, let's put it out there. And then work on the technical problems. As I said, I don't think we're there yet, as far as the grammatical areas and all that and the spelling areas, but they've been





✓ encouraged to write, so they write more and they're getting better at it. Cause with practice, and um. That I found interesting. Across the board we were low, but we have a lot of second language learning, but the writing part we did a little bit better, not a great deal better, a little bit better than the district and the state in the writing part, which really interested me.

MAJ: And based on the fact that you're hear, you're able to see what's going on in classrooms, so you're feeling that teachers are doing it.

JT: ✓ Well I knew the teachers last year, the middle school teachers, and I knew they did a lot of work with the writing. And I see the second grade teachers now doing a lot of work with journals. And I noticed that first page, the first two pages, were maybe two sentences and now I look and there's a page and a half. I mean, it's starting to flow. I mean, they're not intimidated to write. And writing with the reading is important part and it's a way of communicating. So, they work together.

MAJ: Well, I'm glad to have you and I think that, shut this off now.



# Time-Midpoint

MAJ/JT  
FEBRUARY, 2000

\*MAJ: I am talking with JT. First question, what are you thinking about your involvement with this study group? What are you thinking? As compared to now, you certainly came in with more experience and understanding, has it shifted since you started with this?

JT: I had more experience with the running records. I found it more strategically for me, making it much clearer, making it easier to understand, clarifying points for me and I have noticed in the study group people who were not familiar with it, um, seem to really like it because it is sort of an eye opener to what the kids are doing. I don't think we realize until we see the actual results, and we analyze it, just what is going on and I think that analyzing it, the last lesson you did, was the most important part, because in my school everyone is doing the DRA and the running record, but they are not really doing anything with it, so it sort of a stand still and the teachers I do work with in the second grade, I try to point out when I do a running record or a DRA with the children, I try to point out after I analyze it, what they need and give hints to the teacher and have them zero in on what she can do maybe. It also helps, the running record, when we analyze it helps you zero in on what strategies we can use, what the children are thinking.

\*MAJ: Hm, mm.

JT: By the mistakes that they are making and just from little intervention you can make a big improvement I think, I have seen it work with some children.

\*MAJ: Ok, now what are you thinking about your focals, the students that you are following, what are you now thinking about her, or about these two girls, is it two girls?

JT: Yea.

\*MAJ: What are you thinking about them as learners, the two that you have chosen to focus on?  
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JT: One of them actually, who is the lowest of the two. She is gaining more self confidence. I had to look at her running record and her meaning was lacking big time and you know just from reading recovery and using some of the same strategies and questions and getting her to look at things in a different way, does this make sense, just asking her things like that, what is happening in the picture. Things like that. The other girl is a second language learner and meaning and visual comes into place, but when you ask her things about structure does it sound right, it sounds right to her, so that comes into play a lot, because to her that is the way it sounds and it sounds correct and this is something that I am not sure what to do with, but um, and I have noticed that with my reading recovery students too, there are a couple with speech problems and language problems, and the structure when you say, does that sound right, to them it sounds right.

\*MAJ: Ok, good. Is there anything more that you would like to add about what you think about the running record at this point in time, anything else you would like to add, maybe?

JT: I just think that, as I have said, that it is a very useful tool, I think when people get more proficient at using it, it doesn't have to be a long process, which a lot of teachers feel like right now, the DRA, you know doing it three times a year is very time consuming and everything, but it is very beneficial, because you really don't know what is going through their heads and why they are making mistakes.

\*MAJ: Ok. Do the results from the running records describe any instructional practices you have used and how the student's learning was impacted?



JT: Um, just having the child re-read instead of just stopping, also when finding known words within words and trying to have them problem solve that way. Using chunks, doing some chunk work with them, and then the big thing, the big thing with Ashley was the meaning, um, to giving them more of a preview.

\*MAJ: How has the learning been impacted based on this?

JT: She is becoming more fluent and it is not word by word, not sounding out, she is becoming more phrased, more meaningful and she is more comfortable with herself. She is gaining self-confidence and is not afraid to go on and just stop. She's more problem solving herself. She has got a long way to go, but she is not afraid to try and she is not looking at not doing a good job, she is trying her best and finally there is a light at the end of the tunnel.  
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\*MAJ: Hm, mm. Do you want to say anything about the other child's learning. Based on what you have seen and how you have talked to them and how the second child is doing?

JT: I have not really had her that much because she has had surgery and she was out for a while and then I was out, but I would say that her big issue is the language problem.

\*MAJ: And you are still puzzling that out what to do about that issue?

JT: Yes, right, because as I said she thinks it sounds right to her, you know. So its getting her to re-read and look at words carefully and learning with her also, but she is up at a much higher level then the other one, the other one is really in the basement.

\*MAJ: Ok, so then the language for the second child, what is the other child's name?

JT: Jennifer.

\*MAJ: Ok, Jennifer it is more language that is keeping her, so if she is higher, it is more of the language.

JT: I think that is why the teacher recommended her because she wasn't doing as well as she thought she should of and I think it is a language issue.

\*MAJ: Ok, Since the running records are you using a wider range of instructional strategies, you may even want to answer this from a couple of years back, what your repertoire strategies were then and what it is now, you do have a lot of expertise now? Can you provide an example of then and now in terms of your range of strategies that you are using?

JT: I think before it was a lot of vocabulary development and phonics. Now it is more of looking at what they are doing, predicting what is happening, giving them a purpose, having them um, other strategies...

\*MAJ: I know you must use a lot of different strategies.

JT: Um, I guess making them make sure it makes since when they do read, using that prediction to anticipate what is happening, trying to ask some questions, key questions, about what is going on in the story. That is at a higher level I guess, an older grade level.  
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\*MAJ: Right, but I think what you are saying from what you have said that you are really more in tune to meaning than just learning words and sounds. You talked just now about a lot about strategies you are using for meaning.

JT: I think the comprehension is the big, big piece for the children and um, having them try to re-read and become more fluent and if they do have them re-read and do bring in the visuals, especially with the first graders, if they re-read they usually get the next word and problem solve better to make it more meaningful.





\*MAJ: That is using structure actually when you think about it, you know, it certainly brings in the meaning, but it takes in the structure too, when they re-read and make a prediction.

JT: They can make a prediction of what the next word is.

\*MAJ: Right.

JT: It is structure, uh huh, as well.

\*MAJ: Um, as you think about your work over the past year, what has made it easy for you to change and when you talk about that it can be inside this process, the study group process and so forth with these 7 other people or outside you know at the school level, the classroom level at the system level. What has made it easy for you to change as you think about your work this past year in this school?

JT: When you were at our school as a coach you did a lot of work with us which was very beneficial on the running record, so that was really the first opportunity and mostly everybody was open to that idea, so it was good training, very good, very structured and we knew exactly what was going on. I think that is what we need now. I feel that we have gone a little bit backwards at this school, because we are not doing very structured and I feel bad that we are not an Elle School because the other teachers that I have talked to their training is very, they know exactly where they are heading, they know exactly what is expected and everyone is on the same page. Um, my school being what do you call it a home grown model is going every which way. The people are doing the DRN's, they are all doing the DRA, but they are not analyzing so that it is not going anywhere. Sort of like being in limbo.

\*MAJ: Hm, mm.

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JT: That is how I feel.

\*MAJ: Hm, mm. About challenge..

JT: And guided reading, we didn't have a lot of materials before in the building and through Ms. Hall's insistence that was a big bout of contention between the two of them. She did give up money to have teachers order um, level books, and that was just recently. It is just starting to come in now.

\*MAJ: So that is helpful, in that the materials are there. What is challenging is you are not all on the same page, you don't have the since of real structure and where you are headed.

JT: See I am familiar with analyzing the running record and everything, so I can use certain strategies, but I feel bad because other people are not at that point, they are just getting through the DRA and that is it and I can't see any growth going on as far what could be going on, do you know what I am saying?

\*MAJ: Hm, mm.

JT: We are making little gains developmentally, but they could be making a lot of gains, because it is just little things which could be picked up.

\*MAJ: That is what you said which was key. You are saying that you feel that you have moved forward in your growth and understanding, but your colleagues, the people around you, are not there, so it is cause for the staff to try to move forward.

JT: And it is awful hard for me to speak up, because it is not wanted and it is found at the upper level.



\*MAJ: At the upper level or at your level or where?

JT: Even at my grade level, I mean certain people just don't have a culture for this.

\*MAJ: Where is that coming from?

JT: Hm, I really, I think she doesn't..

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\*MAJ: Administration?

JT: Yea, definitely, she's, I know her. She and Ms. Hall have had a lot of differences in philosophy and Ms. Hall wanted the guide reading. Ms. Hall wanted to do a lot of professional development she was told. You know I think it's from the administration because she had a certain mind set but it's not the same.

\*MAJ: So that is the challenging aspect of all this. I want to go back if I could.

JT: Standard process, but not like secondary, that every once in a while...

\*MAJ: You mean the learning, the BPS learning?

JT: That is sort of I mean or here you have your curriculum guide and everything, but that is it, nothing seems to tie in, do you know what I am saying?

\*MAJ: Hm, mm. Unless I am hearing you wrong, they have had to set aside so that..

JT: You are expected to do them, but there is no connection with anything else.

\*MAJ: Hm, mm, hm, mm.

JT: Do you know what I am saying?

\*MAJ: When you are saying, let's go back to Ms. Hall and what she wanted, so you are saying if the standards were being adhered to then maybe professional development would come out of that? You know how you said the coach wanted to do professional development are you seeing in your mind that if the standard, if they were using standards, you would know what they needed professional development in?

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JT: They are covering certain materials, but um, they are still up in the air they do not even know what a key question is to me and um, and Greg, this is what I want, bup, bup, bup, and nothing is I'd like some more structure, helpful things you can use in the classroom and not just thematic units and that is basically what they get tied up in, well we are going to work on butterflies or caterpillars this month and that kind of stuff and it is not really, I don't know. They are doing writing prompts and everything and they are preparing the children for a writing prompt. Isn't a writing prompt supposed to be about something they haven't gone over?

\*MAJ: Hm, mm.

JT: Well this is where we are at.

\*MAJ: In my own words I am trying to understand what you are saying. The meetings when you have them are more about the product and what the end point is, versus maybe process about how a teacher is learning and thinking about how to prepare kids for writing.

JT: Right.



\*MAJ: A product.

JT: But not allowing teachers to kind of like play with an idea and asking well how are you doing and what are you doing... it is more like we are doing it. Well, one of the meetings was about the they were going to do a prompt on penguins, but they had spent 3 weeks preparing the children, doing all this work and everything for the children. To me that is not a writing prompt, it is supposed to be a situation and they have to do it on demand and not have all the know exactly what is supposed to be put down. Do you know what I mean?

\*MAJ: Hm, mm.

JT: It is almost like seeing the test before you are supposed to have it. Do you know what I am saying?

\*MAJ: Yea, I think so, what I am conjuring up in my mind is more like teaching to the test, it is not so much that you taught the child how to do something, but more like teaching to the test.  
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JT: For instance the writing sample which came out, if they used that, would be OK, would be pretty good, because they have had alot of information and alot of input and practice and alot going on, whereas if you really want to know what they could do just giving them a prompt, I think that would be a real discrepancy.

\*MAJ: OK, anything else that has it made it easy for you to change. You had mentioned the work we had done together in the previous year, certainly running a re-recovery training, anything else in your work this year, which has not made it easy for you to take on more understanding of the running record?

JT: Like I know it works, it shows positive results, the children do respond and that alone is all you need. I mean that is the big thing.

\*MAJ: Ok. It works for the children. Anything else, any other challenges, at the classroom level, the school level, the system level, that are not helpful in supporting you through this new way of thinking and teaching. Anything else that has been challenging and not helpful in supporting your growth at any level?

JT: The only thing that really bothers me is that the school was all tied into Elle and it pulled out from under us. We are sort of powerless now.

\*MAJ: Pulled out from under you by...?

JT: The administration.

\*MAJ: The administration (laughing) OK. Moving on, define reading? Think of your work this year.

JT: It is a process where children gain information and are able to communicate their ideas through language. They get this information through problem solving and use different strategies to get this information and then they use what meaning they get to communicate back the ideas or to communicate with one another through their writing, speaking and language.

\*MAJ: Ok, great. Define assessment?

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JT: Um, assessment is to take a closer look, analyze what is going on, what progress has been made um, making certain steps, having benchmarks and checking them to see if they are being met and where to go from there, I guess to look at what is going on and to say is it working and is it not working and where do we go from there?





\*MAJ: Ok, and with this next question I would like you to give me a now and then scenario, now being prior to September, have your assessment practices changed. We talked about your thinking, I want to know about your practices your assessment practices for now and then?

JT: Well, um, before it was just assessing if children read the paragraph and if they could give back information, what literal comprehension, critical thinking.

\*MAJ: And now?

JT: Now, I guess, to have them be able to give back information, details, but to also be able to form opinions and base judgements and back them up. That is it. The critical thinking.

\*MAJ: That is on the upper level, when you think about how you assessed early readers then and how you are assessing them now? What would you, how you would say your assessment practices have changed?

JT: I guess then, before, I really didn't know too much about assessing.

\*MAJ: (laughing)

JT: When I look back now it is like if they were a good reader you didn't say anything, what could we do, I mean vocabulary development flash cards to start. I mean memory was the big thing and drill, drill, drill and now it is a different story.

\*MAJ: Now what?

JT: And now as I said it is getting them to use strategies to get into practice to be able to be independent, if they come across a problem, what do I do, we read, look at the words, find little words in it, obvious things, does it make sense, look at the pictures. Before, I mean we were really in the dark. When I think about it that is the truth.

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\*MAJ: (laughing).

JT: It is true, vocabulary words on the board, etc., and I guess I really didn't know much about it.

\*MAJ: Ok, now, how could what you are learning this year be used with other children?

JT: Well, I go into second grade classes and as I said I try to give the teacher an idea of what strategy to work on with a certain student. If I do a quick running record I'd say that this child is only looking at the beginning of words, she needs to look at ends, she needs chunk work. Also with the phrasing and how they don't stop at periods therefore losing a lot of meaning. Different things like that and I am working with a couple of children in the other second grade and they are low level and kind of the same thing, working with chunks, so that they kind of get more familiar with that because they are having problems and they are second language learners also.

\*MAJ: So the learning you are getting from this really extends to the teacher at the collegial level and your group work you are using it in two different ways actually.

JT: Hm, mm.

\*MAJ: Ok, how has something you have learned from your study group colleagues been used with other children? Do you understand the question, is it clear or would you like me to rephrase that?

JT: The colleagues in the study group?

\*MAJ: Yes, have you learned something from them that you are using with other children. I will give you an



example. I asked Cynthia this question and she said she had a concern about behavior and Connie actually gave her a strategy for dealing with the child who would behave with challenges. So even though we are in the study group for assessment, it is just interesting how learning in other ways about other things is coming from colleagues. I didn't even know they had that conversation until I asked her that question, and then this came immediately to her mind. She actually used the strategy which Connie described and it is working. So I am wondering if you think about your interaction with the colleagues in the study group, has anything been exchanged between you and them that you have been able to use with other children or just been able to use?

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JT: Not actually got to be used, but Connie did have a lot of ideas about what she does with different groups and works in sentences and things which I think would be beneficial if I had a homeroom class, where I really don't, I don't know. Maybe I wasn't geared in as much..

\*MAJ: Well like you said, lets say you were in a different position next year and you had that classroom that you may be getting, probably you would have listened more closely, because you could have taken that information back and use it. So being that you are a specialist right now..

JT: And having a regular sized class, there were a lot of good ideas that she had, but different areas in the homeroom and this area and that area, but since I don't have a space like that it just is not able to be used.

\*MAJ: Is this an issue for you to be in a group with mainly classroom teachers and that maybe the downside would be maybe some of these discussions that they had really don't pertain to you so is it helpful, is the interaction helpful from that point?

JT: Oh I think the interaction is helpful, any interaction with other people and their experiences is helpful, um, I think they had more input maybe because they had these children all the time and they could do a lot of different things, whereas I go into the classroom and I don't have control because I have to sort of work with the teacher and what the teacher wants me to do. So I don't have that control maybe. That could be a downside for me.

\*MAJ: Hm, mm, Ok, my last question. To what extent does the study group model, the model itself now, fit your professional development needs as a veteran educator? The model itself, the coming together once a month, the seven other people, just how does that model fit your professional development needs? Is it a mismatch, is it useful, why is it useful the model itself? Or if you were learning, would you prefer another way of learning because that is what it is, a professional development model. That is what I mean you are learning.

JT: I think it was very beneficial because first of all we videotaped ourselves which a lot of people are reluctant to do and you showed the video tapes and pointed out certain things about running records. Just that alone is an eye opener for yourself, because you are really not used to seeing yourself and you are like oh I did this wrong, I did that wrong, um so that is beneficial.

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JT:(cont'd)Any experiences that another teacher has, you can share, you are all in the same boat and it gives people confidence to do this with other people and to share their ideas. Whether you are having bad times or good times. Um, I think you have been giving very good instructions to people who were familiar with the running records that they find it very, very beneficial and it is an eyeopener for them. I think like it was for me, because we really did not know that much about the reading process with the children and this really zeros in on just what they are doing and what kind of mistakes they are making.

\*MAJ: Hm, mm.

JT: And you do have ways to help them and suggestions so I think it is very beneficial to all of us. You know I wish the system would open up for more people to do that way and sort of structure people and make them go in a certain direction, I know that is a possibility.



\*MAJ: When you say the system, I want to pick up on that and get you to talk a little bit more about that? So would you talk a little bit more about that when you say you wish the system would pick up on that. What would you envision in the most perfect world what would you like to see the system do?

JT: Ok, for instance the reading recovery issue, the literacy, which a lot of schools have adopted and I thought the superintendent was pushing for it. The money issue is the big issue it comes back to. Principals have a budget and the cost of it and every school will have at least one reading recovery teacher for the literacy because this is what we are going to do. I think this would be very beneficial, because when we went to New York, on Public School 126 I believe, most of the teachers who were in that building that we went to, were reading recovery trained and there were at least three reading recovery teachers in the building.

\*MAJ: Hm, mm.

JT: And their scores were very, very good and I can see why. Most of the teachers were trained in the strategies, so that they solved the problems early on and the kids when they get to a higher level, there is no problems.

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\*MAJ: Hm, mm.

JT: I think the issue with the money issue and if principals didn't have to balance budgets and they did not think that it was worthless, which a lot of them think it is not cost effective, I think they would be a lot better off.

\*MAJ: Ok, in terms of this study group model, what would you envision, since you said it is beneficial and you are comfortable with this model that we used this year with the other seven people, what would you envision if the system could you know pay attention to that, what would you envision the system doing with that model?

JT: Having more study groups, training or workshops with the DRA, assessment, analyzing, because a lot of people are doing it, but they really don't understand it. I think that is the second piece. The Elle schools of course know what is going on, because it is structured, but all these homegrown models need this structure to do something with it.

\*MAJ: Yea, I want to go back to the homegrown and Elle. I am going to be the devil's advocate here for a minute. I think what the superintendent is thinking is that we all need to make our own decisions, you know and I understand that too, but I think that what I hear you saying is that one of the issues as you see them with this kind of choice, Elle teaches some schools monitors some schools, what is the problem here, what do you see as the problem?

JT: If they had a truly good school climate with a lot of teacher input and the teachers have their say, I think there were too many choices maybe, it should have been narrowed down to a couple which were successful, that they had more success with. Um, and these two models or whatever would required.

\*MAJ: Ok, JT are you saying that the models which were chosen, you would prefer





to have had some sort of proven track record, is this what you are saying?

JT: Not track record, but..

\*MAJ: What, what, then. It seems as if you are not happy with the whole home grown thing and I am trying to get to why, why..

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JT: It is too iffy, it's just out there and everybody is doing their own thing. I think if we were all on the same page and we had real structure. If people, as I said before, people are still teaching about what guarded reading is and when questions are asked I don't touch that, that is political. And that is a shame because if people want to know and they want to maybe they still need demonstration lessons about what guarded reading is and really see it examples of it, it will not go anywhere.

\*MAJ: Hm, mm. I know that in the home grown model they are supposed to have seven different components, but to hear you talk it is just not that way at that particular school. I mean I do not know what is happening in other schools with home grown models, but I thought they had to have seven components, like a school team, and they had to have professional development, and ongoing data collection...

JT: They have data and they have professional development, but the quality.

\*MAJ: Oh, Ok, fine.

JT: The quality is not there.

\*MAJ: Hm, mm, that is a good point. Ok, great.

JT: I mean we probably have the seven components, but to me it's the quality which is not there. I have been to a lot of workshops from Simmons and different things and everything was that you knew where you were going and it made sense, this is just.

\*MAJ: I think part of the seven is something about an instruction program, a development appropriate instruction program. I would think if the quality of the professional development is not what it is, then that attacks what you are talking about the guided reading not being what it is because the quality of professional development is going to impact what happens in classroom instruction.

JT: Right.

\*MAJ: Which is another element in that seven, so it is almost like they are impacting one another. If one is weak then another one is going to be weak.

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JT: That is it, it is not that people don't want to, a lot of people still have questions and they are not being answered. It is too bad.



\*MAJ: Hm, mm. And you as a veteran would not mind the system saying here are the models you need to think about and set aside the home grown model altogether, what are you saying?

JT: No, I am not saying that, but I think the school teams have to really be able to have a say. It shouldn't be manipulated, dictated and that is what I mean. It is being dictated.

\*MAJ: By?

JT: The administration. I hate to say that, but it needs to come out. It is true.

\*MAJ: I'm going to try. I think I am finished. Do you have any other questions? I want to have a conversation about this, but I want to finish.

JT: No.

\*MAJ: Ok, I'm going to turn it off.



Q. Talking with JT, and this is our final interview, and our first question. What are you thinking about literacy now that you weren't thinking about in September?

A. I think that through everything I've been taught, I think it's more child-oriented, child-directed. I think the teacher is more of a facilitator. It's building on the child [inaudible], working in all aspects through oral language, writing, reading, putting letters and sounds together to make words, to speak, putting the words together to make sentences to be able to communicate. When they put these words together, to read, to be able to gain knowledge, to get pleasure, and to be able to communicate what they've learned through their reading and their writing, and to make critical decisions, quicker thinking thoughts, and I think it's the whole communication from the...the basis of...of our whole lives. I mean, speaking, writing, reading, getting the knowledge, using the knowledge, whatever aspect that we need to use it in, 'cause it's the foundation of our lives. And I think it's very important that children learn to do it well, to believe that they can do it, whether it's in a slower pace or not. I think that's essential and I think, through the reading recovery process that I've done in the past two years, I think that really targets what the children can do, how to build on it, and make them more effective, successful readers, and to feel good about reading 'cause they do achieve success because you've heard it from what they know, and building on that, and they make the connections that are very essential to having them become an independent reader to let them get the knowledge and communicate their thoughts effectively.

Q. Okay. And now, based on all that you just said which was great, how is what you just said different from what you were thinking either last year or two years prior, 'cause you mentioned two years? So how is what you just said different? How is your thinking different?

A. I think it...

Q. How would you think differently before this year or before two years ago? What was different about what you just said?

A. Before two years ago, I would say it was more teacher-directed what I thought the reading process should be. I really...as a veteran teacher, I really...the traditional way really didn't help a lot of children that had problems. I think the new way with literacy really zeros in on the children elected what they do know, and it gives the...the teachers a real good view of what to work on so that they can become effective. The vocabulary development [inaudible] would always be important, but not in a strict sense. I think when you give them strategies to use with meaning and structure and visual, I think it's...they comprehend more and...

Q. So you think...are you saying, Judy, that when you think about literacy nowadays, it's more about teaching the child—sort of enabling or empowering the child versus the teacher doing the work or the teacher kind of filling in? Is that what you're saying? You're seeing more the child...a child's involvement or...

A. I think more child involvement is important, I think, because the way before, if the teacher was the focal point and now it's more on the child and giving them the ways to problem-solve, to put things together, make links, make it make sense, to work with their background, what's...what things mean to them, and to use this knowledge to keep building, you know, start [inaudible] more thoughts and more comprehension so that it...it means something. It's not just rote learning—word-for-word. That's the way, you know, the traditional way that I...I was taught before.

Q. All right.

A. I'm not saying you should throw it out. I mean, it...for the normal child, I think it worked, you know, it worked fine, but it's all this other stuff that's so much more meaningful I think to the child. And I think they get a clearer picture of what's going on and they get to think for themselves. That's the...that's the important part.

Q. Okay. What are you thinking about your focal student, and I know you had two of them? If you could talk about one of them or both of them. What are you thinking about them now as literacy learners versus what you





were thinking about them back in September? Over time, how has your thinking changed about either or both of your students?

A. Okay. Ashley is the one that I did the video on, and Ashley, although she's made progress, she's still way below grade level. She's absent a lot, and she had the school phobia, she's having counseling now. So she had a lot of gaps in her, you know, on her first beginnings; didn't have a lot of high frequency words; was trying to sound out. It was...it was really sad to sit with her and try to hear her read, because it was trying to sound out every single word by word. And I felt bad for her. Although she's, like I said, made progress and I don't get to work with her that much, because I don't...you know, when I...when she's in and if the teacher wants me to do something different, I have to really comply. So try to get her aside, try to give her some self-confidence, try to get her to re-read, try to do some [inaudible] with her, that type of work. Her mother's working with her with high frequency words, but she still doesn't have those down pat. But to give her more meaning and the introductions of things kind of a little bit easier, and she's not hating it. That's the main point. She's enjoying it, she's trying. When she has free time, she goes and she gets a book that might not be the hardest book—it's not the easiest either—but she's going...

Q. She wasn't doing that before.

A. She wasn't doing any of that before. She's buddy reading, and she told me that she likes buddy reading because the child that she's reading with will help her with a word but they don't always tell her. She's very...she's not fluent or anything, but she's getting short phrases together.

Q. And you mentioned at our...our study group, I think it was...that she was the child you were talking about, about how you're thinking more about motivation. I think you said that at the study group [inaudible] something about you...you're thinking more about motivation when you think about this child you're describing and how important that is in reading.

A. Right. Just from the way she was before, getting her...she's[sic] really wants to learn, and she is achieving some success.

Q. Okay.

A. And pointing out the, you know, the things that she does do well. I think that's very important to her, and we're working with the mother to make her come in more, and she is getting counseling, and she is being seen by the resource teacher too, because I think she'll be all right once she gets up to par, but there's too many gaps right now. She's just...just an un...unbelievable thing for her to progress to where she should be. But she is making [inaudible]. The other child with the Spanish, you know, second language learner and she's progressed a lot. She, you know, some of the strategies...she wasn't re-reading, she wasn't looking at the whole, or just pointing out just a few little, little things to her made a big difference, and she's...she's well be...no. She's well on her way. She has a lot of things, sometimes that sound right to her because of the language I think, and that was the problem with her in the beginning but she's getting better. She's got self-confidence. She was out for awhile too because she had surgery, but she seems to be, you know, no problem, but Ashley...

Q. What does she...where has been...what has been her biggest area of improvement if you think...your second...the second child? What's been the biggest area of improvement for her?

A. More fluent.

Q. More fluency?

A. More fluency and a lot of the children...I...I put it out to the whole class, in fact, about they weren't stopping at periods. They were just running them in together and I was imitating how they sounded. A word-for-word, and it...it's amazing because when they...they read with Miss [inaudible], they'll say, "Oh, I didn't stop. Oh, I didn't do this," you know? And they...they're thinking and they say, "Oh, that doesn't sound...that sounds funny." So they're...they're internalizing just that point, and it's helping one get more meaning I think.



Q. So you're actually taking some of this and...and applying it to other children.

A. Uhm-hm, yeah.

Q. That's great. Okay, now, next question. Suppose I were a veteran teacher who'd never heard of or used the running record, what would you tell me about its use in the classroom?

A. Well, I would say that it was a very effective way of helping a teacher see exactly what a child was doing in reading, and it's a good tool to target what they're not doing as far as if they're just looking at the beginning of a word or an ending of a word, if they're just using the visual fields which most of them do and they're not attaching the meaning or the way things sound, or if they're just using picture feed[?]. I would also tell the veteran teacher that, you know, they might get a little discouraged and say, "How can I do it, because I have so many kids," but I would also tell them that they have to have...I would try to show them how to do it; that they would maybe benefit from some professional development on a running record—someone who does it really well—but that it would be really beneficial with those hard to reach children because they...it...it really shows that all children can learn and it makes the children feel good about themselves, and that alone is a big thing that enables the child to become a better learner, I feel.

Q. How does it help the vet that...the use of the running record? You mentioned that it shows that children can learn, it targets the area of need. Can you talk a little bit more about how a vet who hasn't used the running record, how does that...how do you, as a vet, kind...kind of take that on? I mean, talk a little bit more specifically about its use for someone who has never used it.

A. Well, I think a lot of people, just personally in my school, know how to administer a running record, okay? But they don't know how to go to the next step. So to them, it's just getting them...getting three running records or the DRA three times done, and that's where it stays. I tried to help, but the teachers that I work with, two of them, try to point out where the child needs help, showing them, you know, how to...some of them...one of them knows how to analyze, the other one...the other wasn't sure. Showing them how to do it and saying, you know, showing them that they need the book, showing them how to analyze it and say, you know, what they can do to help the child get over, you know, a problem and what they should work on. I give suggestions that way. If it's used effectively, that...and it shouldn't...it shouldn't be really that cumbersome, because when [inaudible] reading book, you can do a quick running record and get a...a gist. I mean, you're gonna do more running records for the children who are having problems than you are for the ones that aren't. And I think that that's the basis that I would find it really helpful, because, I mean, you have to do so many for the classroom. But if you really want to help the child who's having problems, this is a [inaudible] step, you know, besides having them go up to FST for testing. You know, this...and it's a good source for...to get back to [inaudible] teachers if the child should be brought up before the...the FST group.

Q. Okay. That's a good point too, it's a good point. Okay. This next question may be difficult to answer with certainty, but I'd like to get your thoughts on it. In thinking about how your assessment and your instruction practices have changed during the last year, how much has your involvement in this study group caused those changes, compared with other influences in your life at this time? If you think about how you assess kids, how you teach kids, and the changes you've made, how much...I mean, it's really un...it's hard to do this, but how much would you say that change is really...you can say if a study group helped me and kind of detail that, and how much is...is the change, you know, you say it happened because of something else that's going on in terms of your learning.

A. Okay, I'll try to answer it. Of course, the reading recovery teachers, I'm used to doing running records so, I mean, that was the big help for me. As you know in the study groups you said don't give an answer if I knew it. Of course, I didn't know all the answers and I learned some new things too. It was a...yes, you know, everyday you learn something new. And I think with the two teachers, the two second-grade teachers, as I said before when I said I do...I did a few things with the whole group, different little groups that I had, I try to go some of the teaching that I learned through the study group to them.

Q. Like give me an example of what you...what you brought.





A. Well, I know just what you said...well, it's sort of half and half. It's between the study group and the reading recovery group.

Q. Okay.

A. Good punctuation and phrasing and their intonation when they're reading, to give it more meaning, which is very, very important. To always reiterate the...the phrases that make sense, and does it work right. Just say...have it be a normal part of their...their way of thinking; to make it...to make them internalize it, and...and make sure that they're doing some problem, you know, some self-monitoring and problem-solving 'cause I see it all the time. And, you know, I...I would really enjoy it so much when they don't know and they'll...and they go back and you say, "Gee, well, something's getting through to them and making sense," and "Hey, they're doing a good job," and then I can't wait to...to graduate them, so then they really feel good about it and they keep trying. You know, it's the whole...the whole ball of wax, because they'll...they know they're working hard because it's, you know, they don't know everything and they're going back and they're looking and they're trying to figure out does it sound right, does it look right, does it look...and it...it's really what, you know, teachers really strive for. If you see them get that point and...and they're doing it themselves—they're really doing it...

Q. So I'm trying to get you to pinpoint even more. So you're saying that you're...you're...the changes around your teaching for fluency and then innate...intonation, reading punctuation, that came primarily out of study group.

A. Right.

Q. I mean, I know [inaudible]...

A. Right.

Q. ...[inaudible] contact. Anything else that, even in the way you observe and assess kids or the way you teach kids that you can kind of pinpoint that...that came out of the study group, your study group involvement?

A. Well, you know, the workshops and the study groups, what the next step is. Having other teachers in that discussion say what, you know, what do you think would be a next step to talk it over. The workshop at the Manning School I think was very beneficial. They had some, you know, hands-on activities and...and it made sense, you know, and I think that's what a lot of us need, is to say, "Well, look at this. You know, the child needs to go to this step, because they're not doing this." I found it really...I really enjoyed the group because I saw people who never had any experience with the running record. They'd say, "Wow. It is powerful." You know? And they really embraced it with everything they had, I think.

Q. Well, you liked seeing other, well, other people who have been in it as long as you have really learning.

A. Being teachers for thirty years and saying, "Why? Why didn't I know this before?" No, really, and they've tried it and if they've gotten results from the children.

Q. Oh, yeah, yeah.

A. And it's like, "Wow. If I knew this before, I could've, you know, made problem games[?] with these children. At least I have a starting point now." [inaudible], but this is a great thing to have in your repertoire to have.

Q. Tell me how that, you know, when you're with other vets and you're seeing them learn, ta...can you talk more about why that is so joyful for you?

A. Because it's...

Q. Somebody else might just say, "Oh, well, they learned, you know, about a running record. Big deal." You know what I mean?





A. Well...

Q. [inaudible]...

A. Maybe the mindset of what teachers are, maybe all the...the talk about teachers having it so easy, why do they want to do this, they have the summers off, they don't try, they don't work. People don't really realize that some teachers really go the extra...the extra mile to learn, to keep up with new techniques, new strategies. They're always trying, they...they're always giving to children. I mean, this is their whole heart and soul. I mean, if you're a teacher, you want the best for your students, and you really try your best. It's not just a job. It's just...it's a responsibility and if you didn't, you know, care for kids, it wouldn't mean anything. They, you know, they've embraced...they have open minds. That's what I like about it. And it's not just...the yo...the young teachers have more closed minds from the young teachers than they...the old teachers and, you know, it's just...I think it's the whole mindset towards veteran teachers that the school...the school department has. They...the twenty-first century school has [inaudible] thing that came out with veteran teachers. You know, she could just count it off or they could have a substitute. Please. I mean, being a veteran teacher doesn't mean that, well, as I said before, quote me, put out to pasture, because they have a lot of good ideas to share with people. Most veteran teachers mentored new teachers long before the mentoring program, and did it willingly with, you know, open arms. You know, try to help a new teacher out, and I don't think the veteran teachers should get the bad rap that they get.

Q. Okay, great. And so just saying being with...being with other people like yourself. Anything that comes to mind that was most helpful? I know you mentioned the Saturday seminar [inaudible] your learning about your teaching [inaudible] fluency and punctuation. Could you say there was one very or most helpful aspect of the whole...of the whole...your whole learning journey this year and the study group involvement? Was there one most helpful aspect of it, or was it all helpful, equally helpful? How would you [inaudible]?

A. I found it all very beneficial. I learned new things, and I think probably one of the main things was sharing with the other teachers, seeing them excited, and you...and...and having them come back with stories about how they've used it and it's been successful. Wanting to know more. You know, reaching out to you, wanting to know more. That to me, I mean, it's great being with a group of people like that, because it's...we all benefit from each other, but people who are so open to anything and sharing, you know, things, and not being afraid of what's said back and forth I think is...is a real good thing.

Q. And I think even the fact... 'cause I did debate whether I should even have you in the group because you knew, you know, a lot more about the tools than the others and [inaudible] the others, and you really were a spark in the group. And I think that was good for you too, to see...to...to have a different level of expertise that members of the group could...could look to you. You could answer questions that, you know, that they'd be puzzled over and I didn't have to be the one with all the answers. I thought...I think that was good for them to see, 'cause like you saw them excited about learning this new thing. It was almost reciprocal because I think they saw you as a vet, I mean, and you were older than many of them, most of them in the group, you know, who already had this information and was willing to share it and seem to be...and was glad that you had it. You know, you know what I mean? Yeah, so it was reciprocal, I think. Okay. This next question is purposely vague so that you can respond to it in any way that makes sense to you. What's it like for you as a veteran to make changes? Just...I'm sort of generally, what's easy, what's hard, what in the context, you know, I'm talking context, I'm talking about your classroom, your school, the system. What makes it easy or hard for someone who's been at this thing a long time to make change? What are the barriers? What...what makes it easy when you think about change and you...yourself as a vet?

A. You want this just totally about change for me or...

Q. As a vet. That you are the vet.

A. Okay.

Q. What's ea...what makes it easy, what makes it hard to change?



A. What makes it easy is wanting to know more—what will help children. I mean, that's the profession I chose; that's what I want to do. I want to be effective towards children. I want to help them get better at whatever problems they have, so I feel that I've been open in my professional development tuning[?] the techniques, because I'd like to know. I mean, I know a lot of teachers that I talk to say, "Well, I want to go learn about this and I wish someone could show, you know, show me or demonstrate, because I'd like to really see it in action." Because the theory part of it, I mean, you can read all you want, but until you see it done effectively, I think, you...you really don't make the connections that you should. Just like in college, you learn the...the philosophy of this, the theory of this, but until you're in a classroom, it...it doesn't make any sense at all. I mean, it's just words. Easy is when you have people who are giving, the professional development and change come up with good...good programs, good techniques, and were expert in their field for giving workshops. I've been to a lot of workshops that, I mean, that...nothing [inaudible], nothing new. And it's just...it's not a waste of time because you always need to be reunited with ideas and everything, but I really felt that this study group taught me even some new things about assessment and everything, and it certainly opened the eyes of a lot of other people that had nothing, you now, had no knowledge...prior knowledge. I think in the building, it's hard for me because a lot of people are resistant to these ideas. They're set in their ways. They have their lesson plans all done for the whole next year with no spon...spon...you know, spontaneity, is that how you say it, which I think is very important in teaching 'cause you sort of have to go with the child and the flow because it's more meaningful to them.

Q. What can be done about that with your [inaudible] at the building level, because change is inevitable? What do you, as a vet...if someone were to come and say, "Okay, we're gonna take every idea you have about dealing with resistance and implement it," what would be some or one or two ideas you have for dealing with these kinds of resistant people who are in...who are in a building, people who don't care to learn? Is that how...is that how you're defining resistant? How...how are you defining resistant?

A. Not necessarily not wanting to learn, but set in their way or ways of teaching and their methods, and they really believe that it's working. And just kind of letting them see something in action, maybe that shows results; being able to give suggestions to people without them taking it, you know, as a...well, in...in my building, it's sort of...the administration is sort of resistant to these ideas—have a set plan for what's actually gonna take place for the whole next year. All right? Because the grade levels have been meeting, and they ha...they have met with their objectives, their products, their this, their that, dramatically[?]. Okay? So it's like da-da-da-da-da. All right? It's all planned out for the [inaudible]. Planning is good, but there's gotta be ways to deal with the instructional curriculum to get to the points where if you have the child with different techniques, to meet all the needs of all the children. I think it...in our case in our school, I've been to workshops, like I said, at the Manning, I've been to standard facilitative meetings, I was at an urban meeting which I wasn't invited to in the beginning. I [inaudible] too, but only a certain group were picked to go to that meeting. And what they were doing was basically just touching the tip of the iceberg, so to speak, as what I wanted as standards for facilitators as working with student [inaudible]. And my whole school group, you know, thought, "Oh. This is great." But I didn't think it went far enough. So I'm seeing the...the change is not getting as far as it should as where other schools are really into it, because we have our own model and it's just, you know, it's...it's already pre...pre-set and I really don't think it's gonna show any results in the long run with the children.

Q. So you're thinking the home-grown model, you think it keeps it too...too entrenched or it keeps it too closed? It doesn't really support change, that home-grown model or...

A. As far as the [inaudible] is concerned. I mean, I know [inaudible]...I don't know the new names that they go by [inaudible]...Ellie, we would pick Ellie.

Q. Yeah.

A. But everybody had a say in it. And when the new administration came, it was just decided that it wasn't gonna do. And we really didn't have a say. And it's just dictated to us, and that's where, like I said, this small group of people have resistance because they're the ears and the eyes and they report back and if you have anything to say about a different opinion about what's going on as far as education curriculum, it's sort of like being in the hot seat, and I don't think that's right in education. So I...I feel that everybody should have a, you know, a say, but if...if it's gonna be home-grown, let people have a say, but look at other schools that have these models and really compare and pick and choose what's working and what's not working.





- Q. Okay.
- A. I think it's just too blasé. It's nothing substantial. So it doesn't make a difference.
- Q. Okay. I've got the new team looking outside the model so that home-grown... Okay, okay.
- A. Making it more meaningful.
- Q. Okay. Anything else you want to talk about in terms of change? Any...any other barriers or things in your context or in your environment that get in the way or they're...or they're helpful to you in making change?
- A. Well, you know, it never dawned on me before you started the last group at...at the Old Colony House that a barrier is the administration, and not being able to leave before the twenty minutes that we just sit there with nothing substantial if it's in a study group to be able to say, "I'm going to a study group." That's, you know, it's backed by the...the public schools because it's a [inaudible]...
- Q. Right.
- A. ...run thing. And I should be able to leave so I could maybe get there on time so I don't miss anything. Just little barriers like that, and it is a double standard because some people are allowed to come and go as they please and all this. You gotta have your name put down and you gotta get a memo.
- Q. Yeah.
- A. And it...it's unfair, it's unjust, and it gets in the way, and I never really saw it that way until you said it. And...and it really has been that way.
- Q. Okay. Again, this question aims at getting your perspective as a vet. How do you feel the study group model could be improved?
- A. Getting more people involved and I know [inaudible]...
- Q. Have a larger group than eight? Is that what you mean?
- A. Well, you could do it with maybe double the size. I mean, it would be workable. And then have, you know...
- Q. Why do you...why do you say that? Can you give me a rationale for that?
- A. Getting the word out to more people. I mean, it's just a matter of building, you know, [inaudible] information because it's very useful. And I think maybe a principal. You know, administrators could benefit from seeing how it all works. I was at [inaudible] meeting at Spinelli's and a principal that used to be a [inaudible] reading teacher was talking to me 'cause I knew her, and she was raving about a reading recovery lesson. And she never sat down and observed a reading recovery lesson. And she was amazed and she loved it, and just by getting the word...I mean, some people really don't know what [inaudible].
- Q. Would you say inviting them to one of those groups would have been nice, or would you say that participating over time with...with the teachers? What kind of...what would...what would be the model you would like?
- A. [inaudible] say maybe you could attend, maybe they wouldn't, maybe the home-grown ones should be given a couple of workshops and a couple of these tools to actually see how much it can benefit the student. I mean, a very well run... I know I know another teacher in charge [inaudible] and they were home-grown too, and when I asked her what her model was, you know, she rolled her eyes and she was very unhappy that it was a home-grown. She would like something definitive; something that everything's on the same page. It's not wishy-washy. I





mean...

Q. Oh, so you're not saying it wouldn't be a good idea to invite them, but you're saying a couple of workshops for home-grown, for administrators, just the running record as an...as a tool? Is that what you mean? Or the study gra...the study group or how...how would you see...how would you see making that connection between an administrator in different [inaudible]...

A. Well, okay.

Q. ...in the study group or [inaudible] is it the running records you want done or is it you want them coming...

A. I think I would...

Q. How...how would they...

A. I think I know what I mean.

Q. Okay.

A. Well, with the running record per se, all these schools are required by the superintendent to give the DRA...

Q. Right.

A. ...I think like three times a year.

Q. Right.

A. Just having it given and putting it on a graph, it's not...it's not earth-shattering. It's not anything really different. It's just...it's just their...their [inaudible] information data.

Q. Right, correct, right.

A. To show collection[?]. To show them how it's analyzed and how it should guide instruction.

Q. So you're saying administrators should get this knowledge. Via study group, via...via coming to see you in the study group, via...how...how would you see administrators getting that information in a meaningful way?

A. In a meaningful way? Maybe...I don't know. I really don't know because I don't know how they...they work in groups, but maybe just the administrators alone be required to sit through a few of these, and just to see and be told that just getting the data isn't enough. The superintendent, of course, likes to show progress...

Q. Yeah.

A. ...but they could be much more substantial if the teacher really went into analyzing it and worked on some of these strategies, because if they want the children to become more literate, that's what's gonna be the most...the real help. I mean, I...I see other schools, when you say the Manning, the girl...the little girl started at level eleven or twelve or whatever...

Q. Yeah.

A. ...and I say, "Where's my school in relationship to that," because that was a lower child.

Q. Right.

A. When the norm would be much higher, what are...what are we doing wrong? And...and it just...to have



maybe show these results and say, "Well, this school has been using this, and guiding instruction so that they work on these strategies, and this is where they are at the end of the year. And nothing earth-shattering is different but they do...they're just using what they've got there and...and teaching a few strategies to help..."

Q. Yeah.

A. ...show progress."

Q. Yeah, I think what you're saying is that there's got to be educational...instructional leadership at the administrative level in terms of having some information and some knowledge about the use or...you have these system mandates, and they can do...collect the data, but then the administrator, as an instructional leader, needs to understand the use of it...how to use the data—not just collect the data and meet...to meet some requirement, and to do it in a study group model, either, you know, sitting alongside you or coming to observe or having their own study groups. Is that what you're kind of thinking?

A. Yeah, well, even if the workshop [inaudible] of taking the running record and showing them how to analyze it and saying what the next step is, and showing that all the time, that this school that didn't use any of these records, and this school who did but used that to help their instruction, look where their children are? Just, I mean, that's...that's common knowledge. I mean, the Quincy School is another example because Carol told me where her kids, the norm was for the middle of the year. It was amazing.

Q. Yeah.

A. But I mean, if that doesn't prove it, that's...that's clear evidence. I mean, why isn't that, you know, being stressed.

Q. Okay, okay. Anything that was not helpful, or what was the least helpful aspect of this study group model...the study group model? Anything that was the least helpful or not helpful at all?

A. Well, I mean, I...even though I knew how to do a running record, as I said, I always learn new things, so I didn't find any of it not helpful. I always enjoyed it. I enjoyed being with people. I enjoyed looking at their eyes open up—the light went on. I enjoyed it, I think.

Q. Okay, good.

A. The only thing I didn't like was the traffic.

Q. I know, coming from East Brockton, I know. But we only did it like every six weeks or five weeks. If there were a part two, you know, if we want to do this again next year, what would you like it to involve? Say, you know, I was gonna be around and people wanted to do it, and there was gonna be a part two to this model, what would part two look like? What would you like to see? We come together and do what?

[pause]

Q. Let me back up. Would you say there should be...would you like a part two if there were...if that could be, if I was gonna be around?

A. I would be open to it.

Q. There's a part two, okay. So what would that part two look like?

A. Well, if it was involving the same people...

Q. If it's the same...let's say the same people.

A. The same people, maybe some of their success stories; what they noticed that they were doing different and,



you know, what results they got; something that maybe that they were having a problem with and they couldn't get over a little hurdle, then asking for help from other colleagues.

Q. Would I be less involved, do you think? Would you all be more in charge of the running of the...I mean, I would be there, but do you see you...yourself and other...the other teachers doing more of that and I'm taking more of a backseat? Do you see that?

A. You as the facilit...

Q. Yes.

A. Sure. I mean, that's...that's what growth is. As I said, people learning new things, internalizing it, trying adapting it to their different ways and seeing what the results are, and then making the necessary revisions. I mean, that's what looking at student work is. That I find also very important, which my school doesn't do enough of. To...to guide their instruction. They're looking at the student work, where are the gaps? What they, you know, did the whole class [inaudible]? That and the other thing is they're not used to using their own rubric. That should be an automatic thing because a set rubric you don't really have to have. A set rubric for every lesson you're doing. You could have something in mind and say, "This is what I want to happen," and say, "I'm gonna hit on these few points [inaudible]" can just target for whatever lesson that you're doing. It should just be an automatic thing. I...I think it should be...people have still, just like they use the teacher's manual all the time. If they don't have it in front of them, they don't think they can teach, which is ridiculous.

Q. So you...you...okay, so that would be sort of the model. You'd have the eight of you coming together, you'd share your success stories, you're results from your teaching, more problem-solving you said, more of the...your running the...you are running the group yourselves with me as a resource. Anything else that you could see happening in this group next year, let's say, if we had it?

A. Well, as I listen to some of the other teachers, I hear them say, and I think it's already happening, is they shared it with other teachers, and they're spreading things around and other teachers are embracing it, so I mean it might be a good way of reaching out, branching out to some of these resistant people, having a veteran...veteran teacher sort of say, "Gee, this is really happening; seeing results of children making better gains and saying [inaudible]..."

Q. Like in their own buildings do you think? Is that how...is that what happens?

A. I think more or less. No, I mean...

Q. [inaudible] making this a very specific...a sort of deliberate effort to share their learning with the teachers in the building or...

A. It could be a complimentary...not a complimentary...completely voluntary type situation, but also that maybe it could be shared at a grade level meeting.

Q. Okay.

A. But like a demonstration. But the administration would say, "I think this would be a good idea [inaudible] DRA too. Let's look at it. Do you really know what you should do with it?"

Q. Yeah, I think that's even happened at the...you know, Margie, who's [inaudible] school, they...she's a reading tutor so she tutors the tutors and that's, you know, the very...the one tape with you and LeeAnn, the tape that you did that we watched that day, the very first tape you watched, it was you and LeeAnn. She was so impressed with the fact that we could observe and watch what she was doing that she wants her tutors to learn how to observe kids using videotapes. So that's just what you're talking about. She wants to do that in a I guess a grade level session and to tape a child reading, a young child, and they're gonna watch and see if they could come up with a behavior that that child's exhibiting.





A. [inaudible]?

Q. Yeah. She is taking it back to her college...that's what you're saying, and it's voluntary. Well, I guess it is. Maybe it isn't, because she tutors them, so I think you have to come to professional development with her once a week or something. But I think [inaudible] to do that.

A. I would find this much more beneficial as part of our professional development than just listening to someone rehash all the information at us—dictate. You know, I mean, everybody's required to do the DRA, and I don't think anybody really is proficient at analyzing it. I think, well, this is...this is how you analyze it, what is the child doing, and tell her what...what you think that the next step would be. Make it so that it...it's meaningful for the teacher and say, "Oh, gee, I've got something I can use." You know, they always want hands-on, they always want modeling. The teachers do because they're not sure, because it...it's like testing the water and they say, "Am I doing it right? Am I doing it wrong? Show me how to do it and then I'll try it." I think that would be better for...for people.

Q. Great. I'm all done. Do you have any comments or anything I haven't left out? You know, we did talk at the end of our [inaudible] session about, you know, our definitions of professional development and what we thought effective professional development was and what learning...what you...what you mean by learning when you say you're learning. Did you want to add to anything that you said that day, or anything that we haven't covered, any comments you want to make?

[Tape side A ends—tape side B begins.]

Q. Anything else?

A. I think that we all learn things every day. I mean, it's amazing. I love to...when I...when I learn something new, to say it in front of a child because it's like, "Oh. That's something I didn't know," and say, "Yes. I learn something new every day." Or go to a dictionary and say, "I didn't know that word. Let me look..." You know, empower them to know that learning is...you don't know everything. Everything isn't perfect. What you have to say or what you have to offer is important. I think the children really need to know that, and that veteran teachers also have to know that they are useful, and that they have a lot of good ideas because they've done a very good job, most of them. Like I said, monitoring...mentoring...

Q. Mentoring.

A. Mentoring other teachers, helping out just with the way the school is running, just to helping out as a friend to listen to, and then the new educational things with literacy. All our life we have to keep up with new things, and just because we're old doesn't mean that we're not willing and able.

Q. Well said. Okay.

A. [inaudible].

Q. That's a good line. Actually it's on the tape so I'm sure when you come to my...

[Tape side B ends.]



6/16/61  
6/16/61  
MAJ: Talk about where you went to undergrad and what year you came out and where your graduate, where you attended graduate school. And then talk a little bit about your courses. What you remember that, you know, that was helpful, theorists that you studied, you know, just talk about that.

CT: I graduated from Emanuel in 1961. Majored in education. I had, then I went to, I taught out in Stoughton the next year. And I always wanted to work with the wanders and so I did it - that was my goal.

MAJ: Where?

CT: The Home For Little Wanders.

MAJ: OK, you worked there, you taught there?

CT: That was my goal, I wanted to work with the little ones. So I worked there. When I worked there, I was going to B.U. at night and the summers. So I got my Masters over at B.U. during liked the summer, then after teaching at the Wanders the following summer. I got my degree, Masters from B.U. and I um, just keep on going I got like 45 even more than that at B.U., cause I just stuck with a lot of these programs I really liked. Some of the special needs, the hearing and the dyslectic.

MAJ: What year did you come out of B.U. - what year did you graduate?

CT: Um '64 I got my Masters.

MAJ: So you didn't take a long time between your...

CT: No no, I went right away, because I taught in Stoughton. I really wanted to teach at the Wanders that was my goal, then I did the ? thing. I stayed at B.U., I just took all different courses there. Basically, like I said, in education the specials and the reading and so forth.

MAJ: Any courses that you remember? What were your reading courses like? When you were in undergrad? Do you remember the courses you had?

CT: It was so long ago. It was really my Masters graduate level that really influenced me. Um, after B.U., I went to Wheelock and that's where I got a lot of good ideas. Dr. Little, was a Children's Literature teacher and she um, got a lot out of parent ed., she became dean and now I guess she's retired. I took the science over there. The hands on, I took a lot of courses....

MAJ: ...after B.U.....

CT: ..oh yeah, I got like 97 or something beyond the Masters. I've got lots of courses. I like different areas and I was focusing on them. I went over to Lesley, they had a computer

70 Cam 9030  
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course over there which I elected, maybe in Boston, I'm not sure. Computers and education, that was along time ago.

MAJ: So when you say you got more out of your graduate, do remember...

CT: ...probably because your more ready...

MAJ: ...yeah, do you remember particular names of courses or particular people you studied or talked to about. Like theories or....?

CT: Um, not really. B.U. had Derell and all that, but he was on the verge of retiring and all that. I wasn't until really like in ?, I took more reading.

MAJ: Really? See that's what I was gonna ask you.

CT: It's been so long ago.

MAJ: How do you feel about your undergrad and grad, how prepared you were to teach reading.? How, evaluate your preparedness to teach reading based on your grad and undergraduate education? What would you say about with preparedness to teach reading?

CT: Um, I don't know, it's mmhmm, it was more to like the literature approach rather than like the phonics. Once I came to teach, I was how you really needed phonics.

MAJ: So phonics, was that pretty much the approach, phonics in college and then you brought in the literature or they...?

CT: Like at Emanuel we had some I don't know, undergraduate I didn't really think, it didn't matter. It's the graduate level and I had taken on the literature.

MAJ: And it was more the literature. And then when you got into the field yourself you studied...

CT: ..I really needed more of the phonics and tying it, not just the whole language.

MAJ: Are you saying Carol, it was the whole...

CT: ...hands on, learning...

MAJ: ...getting into the real world is where you really learned about the teaching technique?

CT: Right.

MAJ: More than grad, or graduate school was of some help?





CT: ~~Schools were of help, but I'm saying until you are immersed, that's when you really learn.~~

MAJ: Mmmhmm.

CT: ~~Say like a student teacher, they can sit here the whole time, but when you have them do stuff, that's reality.~~ My student teaching seems like a hundred years ago, I can't remember the specifics...

MAJ: ...but you learned from it.

CT: Yeah, yeah.

MAJ: And then you said you've taken lots courses - 35 credits now?

CT: More than that - 97 credits. Technically, I have the Masters, I may I have way more. I have Masters plus 45 plus the 97. I have the science, the math, you know the reading.

MAJ: Given those courses, that's 45 credits?

CT: Yeah.

MAJ: Since school, since your years at B.U., what have learned about reading that you didn't know as a novice teacher? What....

CT: ~~...phonics. But then they can't get hung up on the phonics, they gotta read in context so it's meaningful for them.~~ Cause they can get hung up on the ? Picture clues and ??

MAJ: So, you've learned pretty much how to put the two together?

CT: ~~Yeah, it's the ideal situation, the best of both world's not just one approach.~~

MAJ: Oh, OK.

CT: And that's why yesterday, we had somebody come over from West Roxbury, dressed up as Margaret Fuller.

MAJ: Oh, OK. From the school?

CT: Yeah, but it's not really from the school, the West Roxbury Historical Society. One of our teachers live in West Roxbury and she's active on the Society, so she took two of my kids and dressed them up how they dress years ago, and then they, the lady from the Society was dressed as Margaret Fuller. And she ran off some papers, and said she looked good, now with all the phonics, but that was so many years ago. It was 100 years ago and they're still doing the same thing. It wasn't from the Horn book it was...



know for whatever reason.

MAJ: When did you change Carol, you said you took undergrad, graduate education and then you said you took a lot of credits beyond. So, when you said, you think more that it's growth, can you pinpoint when you kind of changed. When did you change thinking it's growth?

CT: Probably over by the Parkman.

MAJ: What made you change?

CT: Just because of the kids, you could see what they needed. When I first started teaching, you taught by configuration, so if you taught red, you outlined....

MAJ: Uhuh.

CT: ...how far was that gonna go.

MAJ: Uhuh.

CT: But that's how they did it. Everybody in that building, in that one school, in Stoughton did that. The yellow with the bunny ears, I mean...

MAJ: That didn't work for all kids you're saying?

CT: Not really.

MAJ: One thing doesn't work for all.

CT: So, in teaching you change what meets the needs. I find that, um, the little ones, ??? hook them on that, but they really have to get the phonics and eh..

MAJ: So at Stoughton, that how you taught pretty much by...

CT: ...configuration. That's how they start. My first year of teaching everybody in the whole building were all doing that. Red and green, red and green, tomorrow....

MAJ: ...I know, that's how it used to be. That's how we were trained. Do one on this day. Like you said when you get into the real world with kids, you have to do what the kids needs are.

CT: So, its just change along with the needs. You have to satisfy the kids needs. Somebody said that the other day, maybe it was at this reading manual the other day for this program, ??? no shapes, give me a break. I'm not sure the kids really see it like that, I mean to see read as a train like that, I man.



MAJ: ...where was it from?

CT: I didn't recognize, I asked one book, she said the name, but it was all like...

MAJ: One of those books....

CT: ...oh, no, no, this was like a 100 years ago.

MAJ: It didn't have all the pictures where you put the beginning sound...

CT: No no, it was, I should have taken it. She ran off, she was a couple short, she was too busy. It looked like a card phonic paper, it was 100 years old. So what goes around comes around. Out in the suburbs, I know Westwood went all the way, the pendulum swung completely to the whole language and the parents out there we outraged, the kid couldn't read.

MAJ: It can't do both, it has to be one or the other, it's really both.

CT: It's really both, then that Michelle that was out there in Westwood, when I started the course at Wheelock, she was the one teaching the course and I'm like, "Oh my God", but then Westwood changed; I mean they have to do both they just can't one.

MAJ: So has your teaching of reading changed? How has your teaching of reading changed? Has it changed, your teaching of reading?

CT: I teach reading, but it all depends on the class. There are classes where we are reading and writing. This year's class, I have a couple, you know, the lower six, they are reading out of the palm of my hand. I've got them all formed nicely in Reading Recovery and whatever. Then I two new ones that are three sheets, so, I like start all over with them. But then I just spoke with one of the kid's teachers, yesterday, I've been trying to get her for a week, she says, "Oh yeah, we think he's SAR." The mother's gotta sign the plan, gotta print up another one, so he can take it home. I think some of the kids here, like the real needy ones, really need the phonics especially. You know, some of the others, you know, just like, they're ready to take off, they are just reading and writing and um, and they still need a font phonetic base, but the others this looks like Chinese to them yet, so they still need....

MAJ: ...give them more phonics, is that what you mean?

CT: Uh, zero in on them more. Uh, like this little one now I have in Reading Recovery, he's like the only one in his family that's gonna make it. I mean, the others have been put away, these all kinds of stuff and this kid is a little bright shining star. He's handwriting we gotta work on with OT, but uh, if I can read what he's written, it's correct. I just think its important, like they were saying years ago, how the Spanish don't get the phonics and half that. Now that's not really the case, they are coming in more with it, I don't





MAJ: Yeah...

CT: ...it's not realistic. Reading Recovery really works. Anchor the kids. We do meaning...

MAJ: ...letters, sounds. We do both.

CT: Yeah, you have to do both. Um, some of the definitions are so shallow, they don't the letter names. I mean, we push here so our kindergarten kids....

MAJ: Oh yeah, when they come in you can tell. A lot of students, kids from outside places...

CT: Custodian enters...

MAJ: Can you talk a little bit about someone or something that made it easy for you to change as you think your work over the years. Has there been...

CT: ✓ I think that Dr. Little was a key person with focus and all that.

MAJ: Since you've been in the classroom, since you've left college, has there been a person, what has been helpful for you to change?

CT: ✓ The different programs. I check them out and see.

MAJ: Programs the school systems offers?

CT: Yeah, yeah.

MAJ: Any people, any particular person who helped you to change?

CT: ✓ Not really. No. Like Martha, we go over there and get the books. That was always wonderful.

MAJ: Getting the materials?

CT: ✓ Yeah, that's what you needed the books for the kids. That made a difference. And then giving the books to the kids. The materials that Martha's been able to provide. So, she's been really good. And she went over the Manning this past year, you know, for the Running Record.

MAJ: Yes with Eileen.

CT: ✓ Oh yeah, I love Eileen. Eileen's presentation over the manual. She has this presentation or whatever and it was very good.

MAJ: Was this Eileen?



CT: Maybe it was with Eileen. I think when we were doing the Running Records, remember how you learned them over the Campbell?

MAJ: Mmhmm.

CT: And then ? over the Manning to whatever and they brought in somebody else, she didn't like the Running Records. Jerry and I are both still talking about whoever she was. ??presentation. Everything was up on the screen and she went right over it. I mean, people think these programs aren't offered - they've been offered, but people aren't going.

MAJ: Oh yeah, they're offered.

CT: They're offered.

MAJ: Special Development is offered.

CT: People can't....

MAJ: So Special Development is offered, it just doesn't help certain people?

CT: Yeah.

MAJ: Anybody else that comes to mind who helped you with change?

CT: I think Martha Gillis has really been like the big influence. Knowing what's what and she's getting us to know. She has the connections. And they follow through. If they are going to be over there that day, you go and pick them up. I mean, she organizes it and gets it done, and you've got it right there.

MAJ: What has not been helpful? Is there any...

CT: ...someone who's reading and just putting time in without getting needs.

MAJ: OK.

CT: ...if it's not fruitful, then it's very frustrating because you're going for more ideas, when you collaborate, you know, them getting materials and again, you know, the budget cuts and all this.

MAJ: Do you like the more hands on, do like lecturing when they talk about the theory? What is that's not helpful in those workshops?

CT: It's the content.

MAJ: The content. Just isn't useful.



*PP of context*  
CT: Like busy stuff, eck, like waste my time coming here today. Some of the presentations are not good.

MAJ: Give me an example of one you went to that was useless. Can you think of one off the top of your head?

*Challenge / PP location*  
CT: No not really, I just block them out. Some of the reading ones have been, I mean Eileen is such a guru, if you're gonna compare somebody to her. Um, in Alliance for Reading Association now they gotta up on the Northshore, so that's been a pain, so I just haven't made it. Wellesley you can just about eek it out there because, and there's not a seat to go to. I liked it before when they had it at Braintree and all that.

MAJ: You liked the location. So locations a plus. So if the location.

*all good*  
CT: And then there was a place in Watertown we've gone to one night. I forget what that reading place is called. Off Route 16 there. And that was at night and that was interesting to meet the different authors. Again, it's ??? and that was excellent. I did that for a couple of years. Really all that reading, the IRA and all those, they're out there now.

MAJ: Yeah, too far.

*Challenge*  
CT: It's too far.

MAJ: Didn't they have, like little...Brockton has there's

*Challenge / PP facilities*  
CT: Yeah, yeah, but you try to find them around here, I mean, it seems like they're all out there. Wellesley you could just about, but then they stopped that. Plus Wellesley wasn't parking. It was a little side street, you couldn't park. You got in there, if you got there late, there's no room, you're standing out in the hall. I mean, it was like.. I mean, if they want to do more with the reading associations, they should come back by Braintree and all this stuff. Because you've got the Lantana's, you've got the facilities here.

MAJ: You're right, I think more people would come.

*Challenge*  
CT: More people would come. I used to go with Jerry, I mean you see a lot of people. I mean, it's kind of convenient. So, that connection is gone. I can't go up the Northshore, I just don't have the time. Plus you don't know those people up there. It's a different ball game. We used to have a lot in Boston, now we don't. The reading is definitely missing for whatever reason people have stopped.

MAJ: Now this next question, people found it hard to answer when I asked. I've interviewed five of you now and everybody when I get to this question is like, "oh I don't know what to say." But anyway, this is the question - if you were receiving an award as educator of the year, and you had to write your introduction to the audience, in other words, you're receiving the award, the award givers asked you to write your own introduction, how you





wanted to be introduced to this audience of people, what would you say? What would you want the people in the audience to know?

CT: I'm trying to introduce technology into the classroom. Um, having had negative experiences, like in high school, having to write a composition of 100 words, that just turned me off. The ands and the buts and all that. So it taught me like what not to do. So when my kids write they write fantastic and I get a lot out of them and people say, "your kids did this," and I'll say, "yeah." Um, to get the spontaneity out of the kids, which I do, then we refine it and they put it on the computer. We made like little? products last year. And one of the mothers worked over at Kinkos or whatever and she made copies and we bound them and this. They're gorgeous, they were really a portfolio, it's so gorgeous. You know, we are doing all these sea creatures, so there would be like one on the dolphin, on the octopus, another on the hermit crab, it was there very own, but they really created themselves - which was the spontaneity. You know, I'd read to them and they um, it would just fall out, it was so beautiful.

MAJ: Anything I should know about you Carol, as an educator? What would you want them to know about you?

CT: I love teaching and I think that we are always growing and I'm always looking for new ideas. I'm at my best when I go to a meeting and say I pick something out of this and adapt it.

MAJ: What would you say about children? What do think children?

CT: They are splendid. They're so spontaneous, they want to learn, they soak up whatever you have to offer them. Starting out with TLC so many of them don't get any, between the kids being in shelters, this other little one, was taken now from her mother. Um, that's a bad home situation. These are the kids happiest hours in here. So I make learning fun, anything that's fun. And we do a lot of these sea creatures and we did um, we're doing a program for B.C. last year started out what we do in the ideal classroom and the kids wanted all these creatures. And a pool so all these creatures could live in our room here. I mean, it becomes their whole life like. They love it. I have a lobster trap, and stuffed animals.

MAJ: So, making learning fun?

CT: Making learning fun, that's what's it's all about for me. I'm just starting out now, but as the year goes on, I'd be able to tell you so much more about all these sea creatures. You know, we have the Internet and the different books and the stories. There's some really fantastic literature out there.

MAJ: So, what would you want them to know about, what you think about, what do think about teaching?



thinking/learning/challenge

CT: Teaching is fun. Learning is exciting. Um, want to share my spontaneity in life by teaching to others. I hear these people say that school's a drag, I mean, granted, you do get tired but basically, school is fun and we want to keep it that way.

MAJ: Yeah the kids, at this age, I just find them so different than maybe an older child.

CT: Oh yeah, they wanna learn.

MAJ: They're spontaneous, like you say, they want to learn.

CT: The other day, someone said, may be if we do three different lessons, three different times like, what there favorite thing is, we all did that before. I'm telling you, these kids will tell you. Don't bother three times, you're gonna get it the first time around and don't bother anymore.

MAJ: So you still enjoy after all this time?

CT: Oh yeah. It breaks my heart ????

MAJ: It really is, they're dealing with things that we never imagined.

CT: This little one now she says, they started in again yesterday. They're trying to shelter her she's so fragile. So this is really going to be the happiest hours of these kids lives.

MAJ: You're right. Like you said, school should be fun.

CT: A lot goes on in here and then we do the different programs are offered. I try to take put in those, like I said. Keep growing.

MAJ: Yeah, keep growing.

CT: Just get involved with the different colleges the different students from the different...

MAJ: ...you have student teachers every year?

CT: Um, pretty much. We do B.C. and then they had a couple of years ago U Mass. We're on a B.C. cycle now. Um, but it's interesting, we stay in touch. Now email and writing these little notes and they really appreciate it. They really want to do the city. And this other little one went to the city in Boston, she called me in the spring, and she said, "I hope you're not disappointed, but I don't think I can hang in anymore." Sheila, I said, "no, I'm not disappointed, you gave it a shot." So now she's out in Brookline. She has very low scores...

MAJ: ...in New York City...

MAJ: ...in New York City...



CT: ..in Boston, that's another one.

MAJ: In Boston.

CT: Yeah.

MAJ: She left and went to Brookline?

CT: It's just an after school program. She says she just felt like she was beating her head against the wall. She practiced teaching with me and um, ...

MAJ: So, she was actually teaching in a Boston school?

CT: Yeah, for two years.

MAJ: She went back to Brookline, huh?

CT: Not back to Brookline, she'd never been to Brookline.

MAJ: Oh, OK.

CT: So she's there now. She says, "you know she ????" But this is what it is, these kids are swinging on their own. Swinging on their own. She went through the Boston Public Schools. But she's self driven herself. She says I was motivated and I still got through and even after she left here, she took some of our kids up to the gymnastics at the Orinberger. I mean she was so devoted. Everyone would say, "Gee, she's so good" and she was. She'd follow through. I'd meet her for lunch of something, and we kept in contact throughout the years. I mean, I just maintain friendships, question me, and if I come along with some treasure, I depending on the cost, I tell them about it. She had some really wonderful things that I've found....If they aren't a Boston kid, I take them and show them the different resources the city has. This one was from New York, I mean, she's not gonna be around here. You're doing this integrated curriculum you've gotta you know do math with the octopus and all this kind of stuff, I mean integrated. You're not just pulling from one book, page 3 today, page 4 tomorrow. I mean it take a lot a lot of preparation. And they say, "Wow, I didn't realize".

*My part to be done*

*She says*

MAJ: So that's good, if you could help them with that. They're not gonna get that in any of their course work.

CT: No.

MAJ: How to do that.

CT: I know that. We had kids from Curry. I mean, different schools, you get different...





MAJ: I was trained back in the '60s too. Pretty much decoding, you put the sounds together and read it whether you understood it or not, we didn't really

CT: ..yeah, you'd have kids who didn't know what they were reading.

MAJ: That's right. That's how I was trained. That's exactly how I was trained. Discard, did you ever use discard. You put the sound, in the slot and you slide them together and you read. That's what you called reading back then.

CT: Yeah, yeah, I remember doing that.

MAJ: Yeah, in New Jersey where I taught, that's the way I taught reading back then. I'm like you, I've changed too.

CT: I like the primary phonics. The short vowels, you use whatever vowel and um, I mean, if they can't read, then they can't do science, they can't do social studies, that's the key.

MAJ: But it is both. I really believe, it is both. You know, it's the context, it's the meaning, as well as the phonics. It's gotta be both.

CT: Yeah, yeah.

MAJ: OK. Now another thing, can you define what if someone says assessment to you - would you define assessment and talk about how you assess your kids progress in the room. Can you define it?

CT: Well, letter names, letter sounds, more of the letter sounds first. Uh, and putting them together to make a word. And then once it's a word (someone comes in)

MAJ: Go on, assessment what's now to you?

CT: Like with this reading program, I want to say SRA, NRA whatever it is, we're doing this book, like you said the DRA, reading stories and then, knowing the letter sound and all this and then most frequently use words they know them now in the winter or the spring how many they know at time. And if the hold the book correctly. If the go from left to right and all this kind of stuff. But that I said, this is all so elementary, I said I'm wasting teaching time, because they're going along, um, these kids are all set, why should I go do the test, they're getting them alright. Why waste all this teaching time assessing. You do need to assess and see what they're doing, or not doing, but I think like the at risk kids more figure out what's gonna take off with them, cause they're the ones, the other kids are getting it.

MAJ: So you don't think that all the kids need the assessment, more the at risk ones, is that what



you're saying?

CT: Well I mean it took me, I'm just about finishing tests now, I've gotta do the three point words, but I mean I was really just like, I'd come in in the morning and run papers, and then every minute I had in school, I'm grabbing a kid to do the DRAs, wrong level, so by the time you get them up to the right level, you know it's a couple of P & Ds. Um, you want to do it now, because you're assessing now, because you're gonna do, you know, in January. I mean, if I'm gonna drag it out to December, and I start in January. So technically I'm done. *challenge*

MAJ: So, you do think it's necessary, but with the high kids, you think you're losing teaching time when you do it.

CT: Yeah, that's, I'm saying like, we have to do the DRA.

MAJ: What were you doing before DRA? Like last year or the year before, in previous years, how, what have you used to assess the progress of your kids, you have you used to track them all the time, what do you use?

CT: We do like you had those different tests. The end of the book test and all that kind of stuff. *1/20/12*

MAJ: OK, anything else.

CT: I like the idea of writing down how many, like you do in recovery, like write it down, how many words you know and you see if the kids really...

MAJ: ...that's what did last year?

CT: Basically, so if they're with it, or if they're not with it. How they're holding the pencil.

MAJ: You talking observation?

CT: Yeah, so you're not just seeing how many words they no, um, but do they get the idea. So if you give them a book, like do they hold it correctly. Can they read. It's important to assess and you have to teach the needs. But you have 25 kids, you're doing like ? testing, the DRA, I mean, you're doing like four sets of tests and each test takes more than one period and you have 25 kids, when you gonna be teaching. I think... *challenge*

MAJ: So you basically, I'm talking about before the DRA, you used your basal tests the end of the chapter tests...

CT: But you know, it's a gut feeling if the have it or if they don't have it. *the boy*



MAJ: You like B.C. better?

CT: Yeah, we've had them from the...

MAJ: ...I heard, U Mass was very good too.

CT: Yeah, Jessica, was from U Mass. With Dr. ? - he loved her and she loved him. It was so nice. That's what I say, she was like one in a million. She worked so hard. I was so surprised. You really have to do what you have to do. Don't stay because of me. I mean, you gave it a try three or four years, and you could see. I'm friendly with them, but then I don't want to feel, you know. I'm not controlling.

MAJ: It's nice of her to call you.

CT: *challenge*  
No, we get together anyway a couple, three or four times, at least three or four times a year. I knew she was getting really disgruntled the last couple of times especially.

MAJ: OK, well I've got a couple of more questions. Um, what is your definition of reading. How do you define reading?

CT: *reading*  
Uh, a kid reading, let's see, see something just taking off and reading. Not sounding it out as such. Looking at context, picture clues, um,

MAJ: ..and the sounds..

CT: *✓* ..and the sounds and that figure out what it is and just taking off.

MAJ: OK, now did you always define it that way, from the years at - where was your undergraduate?

CT: Emanuel.

MAJ: From your years at Emanuel, did you always define reading that well?

CT: *from the time I was in the hospital*  
No, it's so different with the nuns, everything's cut and dry.

MAJ: OK, so you have changed, you've changed?

CT: *✓* Oh yeah. I've evolved.

MAJ: Evolved, yeah. More from your work after B.U. ?

CT: *✓* Yeah, I think all this putting it together, you know, you take some from this and some that and you put it all together. *supports her identity change*





MAJ: OK, so you're talking a gut feeling and observation. OK.

CT: I mean, we're all veteran teachers and if they need something, then, you know, you zero in on it.

MAJ: What do you think about the Running Records?

CT: I like the Running Records. That's actually what you're doing with the DRA, you're doing a running record. I like the running record.

MAJ: This is my last question. Why are you participating in this research program?

CT: Just to find out - I said I'd be interested in helping. That's really the key thing, to see what I could do, you know, and compare and help. I'm sure, Shirley, we're all veteran teachers, we've been around.

MAJ: Any other reason?

CT: Your theme is you're taking veteran teachers and to see how they've evolved, right?

MAJ: Yes, yes, over time and what's helpful and not helpful. Looking at assessment, in particular, running record and how I can how them, it can be more useful in your teaching. Some people like it, they don't use it, they have 25 kids.

CT: You have 25 kids, you have to take them out one at a time, that's why I need the coverage.

MAJ: So how, you know, how we can use what we learn from the running record to apply to all your teaching, that's what hopefully you'll see that. So basically, yeah.

CT: It's a good diagnostic device.

MAJ: OK, anything else.

CT: Not really.

MAJ: I'm glad you said yes.



Q. Okay, talking with CT, and this is my...you're CT, right? [inaudible] final interview. Final interview with CT.

A. Okay.

Q. First question. What are you thinking about literacy now that you weren't thinking about in September?

A. You gotta give the kids more credit. I was really surprised at how much they really knew, so I start off at a higher level. I started seeing a very early and having the concrete data, so you can just start off at a higher level on the ladder and take off from there, 'cause they really have a lot more knowledge than I thought they had, and they really do share with each other. When we're reading or writing, they're forever helping each other spell words, tell the content of it, you know, what it is, explain what it is. A lot more student input than my...than my input.

Q. Okay. That...that...so you...you're saying that the data, getting the data on [inaudible]...

A. Early.

Q. ...concrete data...

A. It was...

Q. ...early helps you start higher with them.

A. Yes. Before, you know, kind of like [inaudible] them and all this, but now, this year we're like full force to assess them early, Tom Borden[?] helps, so that we could leave the room and go down and test our kids. It meant double, triple, quatuple[sic] work for us so we had [inaudible] up here.

Q. Yeah.

A. And then if you didn't get covered, I had to come back and recover it, depending who was covering there, but it paid off because...

Q. How would you like to do that here?

A. I can't [inaudible].

Q. So you're saying it's positive, but the negative is you had to plan while you did that. So is there...is there a middle of the road here where...

A. No, I really [inaudible]...

Q. ...[inaudible]...

A. I really gotta know what's going on here. I really have to run the chart here. It's not the [inaudible]. I really gotta...I gotta do X-Y-Z, but sometimes the kids didn't catch the concepts that I wanted to be taught. You know, how different teachers, I mean, you know what I'm saying.

Q. [inaudible]...

A. So I really have to plan what was going on here, and that takes forever doing that. To do a...a kid, if I got a wrong level, I can do it in an hour, but some kids, I know was on the wrong level, so by the time I jump to it, it's a couple of hours, two and three hours, per kid. If you're having twenty-five kids, that's a lot...that's...



Q. Is there a solution, do you think, to having...to how Tom did it or do you think that...that's the best that can be done at this point?

A. I think it's the only way you can do it. I mean, it was really a heavy load in the fall to...to do all that plan, but it was a necessary...

Q. Okay.

A. ...thing.

Q. Okay.

A. I mean, we couldn't do the...he did the best coverage that he could do for us. But it was really time-consuming, 'cause you can't rush the kid through it, and you don't know that much about them yet, so, you know, to get them on the right track and on the right level on tests [inaudible], then you change, I mean.

Q. Okay.

A. There's a lot of like, I don't if you want to use the word fumbling, groping, seeing, [inaudible] got them on track, then they want two of us. There's a lot of downtime, wasted time, but it was necessary because I didn't know the kids that well yet.

Q. But there was payoff that you...it paid off.

A. It paid off.

Q. Yeah, but it was...

A. But it was...

Q. ...time-consuming.

A. It was very, very time-consuming.

Q. Okay, okay. All right, what are you thinking about your students as literacy learners, your two...well, we could just talk about Lee Anne, if you'd like, as a literacy learner that you weren't thinking in September?

A. I see that they're really motivated, and that does help, but...they really need all the skills they can get and practice is crucial. I use those [inaudible] kids. Lee Anne, I'm not sure if her mother is helping her. I'm don't know...or she's just doing it herself, 'cause her mother [inaudible] 'cause she's working nights and she's got the other kids and she's stretched out. But whatever the reason, Lee Anne has come along. Cecilia, the other little girl, was talking about...she has made a lot of progress, but not as much as Lee Anne. Again, that mother is exhausted. She had three little boys and she finally got this little girl she waited for, but she just tells me there's like no time to help her...

Q. So when...

A. ...because she's really not practicing. I know that mother's not...I'm not sure of Lee Anne's situation. Lee Anne is so highly motivated 'cause her very best friend is like right up there. Her little [inaudible]...

Q. So...so get back in...when you...that, you know, Lee Anne first started, you thought less about the...you thought less about motivation than you do now. You see it as more important, motivation for the child.

A. Motiva...both are highly motivated, but Lee Anne, I think, has gotta be getting more support at home than the other little...Cecilia. I don't know if that's really the answer, or she's just gotta keep up with her friend.





Q. Okay, that's interesting.

A. 'Cause she's very, very...in the picture...I had taken another picture of her and her friend with that little [inaudible]. I mean, they love each other. They're really bonded, and you can see the love right in that picture [inaudible], but I gave one of the pictures to the other little girl and one to Lee Anne. I didn't have one to show you 'cause I only got doubles.

Q. So as you think about learning to read, say for Lee Anne, what do you think about Lee Anne now that you weren't thinking in September in terms of her...her...her...the road she's traveled in literacy and her learning to read part? As a learner to...some...a child learning to read, what are you thinking about her now that you didn't think about last year like for...at this time?

A. She...that motivation can just overcome a lot.

Q. Okay. And what about her stra...like what she does when she reads? What...are you thinking about when you watch children now, you're thinking about...with Lee Anne in mind, some of the things that you didn't think about before in terms of what they do when they read?

A. She says...these kids are really phonetically based. And she's sounding it out, I think, without going out of the puff[?], like through the words...

Q. It's underground[?], yeah.

A. I mean, she's...they've really internalized it. I mean, these kids really sound out. That's why she's really done more of this thing on the chunks and the [inaudible] four, find the four and four and so forth. But then some of the...impatience, I guess, too. I mean, like she...immediately, like she's like in a rush. She's gonna come into school late 'cause her mother came home from work late, and she's coming in running in the door, she's late every single day. No way can the mother get her here on time. She's just coming home from work, taking her hat off, I don't know if she's drops the baby off. I don't know. So her life is really on a roll. And she doesn't stop growing.

Q. So the phonetics are there.

A. The phonics, yeah.

Q. Anything else that you're thinking about now when you watch a child like Lee Anne read that you weren't thinking about before?

A. To give her more wait time, 'cause she really does have a lot of the skills. Yeah, that's...I really gotta [inaudible].

Q. Okay.

A. To give them more wait time, 'cause she does have the skills.

Q. Okay.

A. She's on a roll, and she's very motivated. I'll let you read some of her little stories. I mean, she's really...it's amazing.

Q. Okay, okay.

A. Yeah, yeah.

Q. Suppose I were a veteran teacher who'd never heard of or used the running record. What would you tell me about its use in your classroom, or in the classroom?



A. It's a quick analysis of the child's needs. It shows...when you've said the word wrong or delete the word, you're picking up a pattern; seeing what...how he's attacking or not attacking words. It's a quick analysis tool.

Q. Okay, all right.

A. It doesn't take that long and you can...you look at it in a flash and you can see a pattern.

Q. Okay. This next question may be difficult to answer with certainty, but I'd like to get your thoughts on it. It's a tricky question. In thinking about how your...your assessment and your teaching has changed during this last year, how much has your involvement in this study group caused those changes, compared with other influences in your life at this time?

A. Like I say, I was hoping for more interaction of the study group, which we did have in our old with the Phillips, but, again, we're always like, I mean, I was coming late, the others were coming...I'm not sure how many came on time. The study group did help. It was, you know, you felt that taking our time, but really an hour wasn't that much time to allow, but it kept us like focused and you had a deadline. It just had to be done by that time, right through the reflections each month, then there's the tapes each month, and so forth. The meetings were a good way to keep us on track, but I would have been willing to spend more time to have like more shared interaction, which is what we did like when we went to that last meeting out to the [inaudible]. You said you weren't gonna be able to go. But anyway, a bunch of us went. Connie went and Shirley went and, yeah, Chris [inaudible].

Q. Cynthia [inaudible].

A. Cynthia?

Q. Yeah.

A. Myself, I mean, so we...we did a lot of brainstorming and sharing that day, so I think the contacts like that are important.

Q. Okay, so the brainstorming and the sharing. So if we go back to the study group itself, and you think about your teaching here at the Killmar[?], how much of what your...you've done this year, in terms of either assessing kids or teaching kids, how much of...which...what you've done in your classroom, how much your st...of your study group work influenced that, do you think? What...what are the study group influences?

A. A lot of it, because this is what we had...

Q. Specific. Can you be real specific about...

A. Well, we had to do the running records each month. For this RSN, we only had to do it like in the fall and now at the end of the year. So by doing this, I didn't just do her, I did some other kids, but more on her. You'd see the growth. Like she was just looking at the beginning of the word, then she was loo...later on, she was looking at the middle of the word. I could track her growth more. If I weren't in the study group, I'm sure I wouldn't have been doing all these, quote, extra...well, it's progress. I mean, I would have done the beginning and the end. So this way here, I saw the continual growth of what I needed to do, or lack of growth and focus on it, and do that, teach that, and go on, so that is what I got.

Q. Okay.

A. To monitor her growth.

Q. Her growth, you monitored her growth, so that's more assessment. [inaudible]...

A. Ongoing assessment.

Q. Ongoing assessment. And what about your teaching? Anything that you think you do in your teaching



that's different because of the study group involvement?

A. More student input than my input. More student-directed instead of teacher-directed.

Q. Okay. Can you tell...tell me some more about that.

A. 'Cause they have given the basis, a phonetic basis. I mean, they really have the tools now to attack, and so they've been really...shared the words—what this is, this word is and that word is. When they're writing in the stories, they help each other. More...it's...my teaching [inaudible], it's more student-directed because of it.

Q. Okay.

A. 'Cause the children have...see, the children have more to offer. I was underestimating them.

Q. Okay. Which came out of the...just it being [inaudible]...

A. Assessment.

Q. ...[inaudible].

A. Right.

Q. You're seeing that they know more than you thought they did, so...

A. Right.

Q. ...you're letting teach each other than you...

A. Yeah.

Q. Okay.

A. And that really reinforces what they know.

Q. Is there anything like, you know, that...say that sheet that you got, that sheet...that pink sheet that you say you passed around. I'm just sort of giving you an example. Is there anything else that, in your teaching that's different or...because of your study group involvement?

A. Well, pi...what pink sheet?

Q. Remember the pink sheet that you got [inaudible]?

A. Oh, yeah, yeah, yeah, yeah, yeah.

Q. Anything else that's...what you think about when you think about what you do that's different this year because of your involvement?

A. More sharing. [long pause] I don't know.

Q. Okay, so... 'cause you did mention that, you know, the first letter and then you talked about fluency, so I think you're...there are things you're saying and doing that may be coming from RSN and the study group tools.

A. [inaudible] two separate tracks.

Q. You know, looking at just, you know, you mentioned checking for a [inaudible], you mentioned, you know, that they're more fluent now, so...





- A. And more self-monitoring. The kids are more self-monitoring.
- Q. Yeah, see, I'm wondering if that kind of talk where...do you feel you were talking that way about teaching reading...
- A. No.
- Q. ...a year ago versus now?
- A. No, no, no.
- Q. Is it RSN? How much of it's the study group? That's what I'm trying to figure out, is how much of that...
- A. It's a lot of similarity. I did do an [inaudible], a [inaudible], whatever test they are, and there's different ones that they're talking about. And [inaudible]. I mean, there's different ones that they're talking about, so there's correlation, but then they do another thing so... DRA[?].
- Q. Oh, okay.
- A. Yeah. And then...and then we're talking about doing these others. The Roswell [inaudible].
- Q. Okay, so those are all assessments?
- A. Yeah, I'm gonna do...assessments which I'm gonna do with Lee Anne [inaudible] and for some of the others that are struggling.
- Q. Okay.
- A. More [inaudible].
- Q. So between all this work you're doing with them and the study group, what's been the most helpful thing in terms of your teaching?
- A. You know, I [inaudible]...
- Q. That you feel has really helped your teaching?
- A. Assessing the kids right up front.
- Q. Assessing a kid from the beginning. That's been the most helpful thing of this whole...
- A. Yeah, then I saw what they needed. I didn't wait, and I...I taught the other...pulled it out of them to...to see where they're at and where they're gonna go.
- Q. Okay, so it's been the most helpful.
- A. It's an ongoing assessment, and initial asse...early assessment and continuous assessment.
- Q. Okay.
- A. Assessment's been really like the key.
- Q. Okay, great.



- A. Yeah, yeah.
- Q. Okay.
- A. And then to help that, they write up a storm. I'll show you some of their writings. I mean, it's unbelievable.
- Q. That's good, okay.
- A. They have the idea of the sentence. You just see it. I mean, it's unbelievable.
- Q. All right, so I'll take a...
- A. Yeah.
- Q. ...look at samples. The next question is purposely vague so that you can respond to it in any way that makes sense to you. What's it like...this is the question. What's it like for a veteran to make changes?
- A. Well, if it works, I'll do it. Some things don't work, so I don't...it just, so I'll say, "Forget that."
- Q. When you say it work...if it works, what do you mean, if it works?
- A. It was a lot of work to...what we did in September, but it was worth it, so I'll do it again. But like some things...
- Q. What makes it worth it?
- A. If the kids...if it pays off. If the kids really understand it and we get moving right along. But, you know, at that mee...that second meeting, you said you weren't going [inaudible] like, you know, how meaningful was that. You know, that other meeting was better that we had gone to earlier. And...you know, some things you just say, okay, you know, you put your time in, but it really wasn't worth it—to how many ideas you were gonna incorporate. If it works for the kids, I'll do it, and if it doesn't...
- Q. You don't want to do it.
- A. No, I mean, you're putting in time and it's...I don't want to just go through the motions. I want to see results, you know?
- Q. Okay. And...what ma...what makes it eas...when you make...when you're making these changes, Carol, 'cause you've been, you know, always open to changes. What...what is...what...what are some things that make it easy for you as a vet, 'cause you've been doing this for thirty years? What are some things that make it easy for you to change, other than that it works for the kids?
- A. Well, if the kids really like it...
- Q. What else makes it easy?
- A. They're hooked on it or I see how much they love it. I mean, we were on a roll in here too. I mean, they...they just come in, they're mesmerized, they want to learn, and we get right down to...to business, so I get, you know, a lot of satisfaction from the kids.
- Q. So when you see the kids making progress, then you're...
- A. Turned on more, and then it just...it's just...ongoing support.
- Q. In what way? I mean, from the...support from where?



- A. Well, the kids are doing well, I'm supporting them, and it's just going back and forth, okay?
- Q. Yeah.
- A. It's mutual—mutual feedback, so to speak. I direct them, and they...or they're just studying or whatever, and that's what it's all about.
- Q. Wh...what...
- A. Personal satisfaction.
- Q. Getting the kids. What gets in the way? What...what are some things that are [inaudible]?
- A. Time. You never have enough time.
- Q. Time.
- A. The...I find a lack of time doing it. I always come to school at a little after 7:00 in the morning to try to line up stuff. Then, you know, I stay after school, and I work closely with the parents.
- Q. That's helpful for you? That's...
- A. I try to get them to realize that, you know, we're in this together. Years ago, they would take it as a threat, I guess, when the teacher would say it. Now, you know, I say we're a team, we're gonna work together to help your child. Shirley said that before too, but they just see the teacher as a helper, the guider, and we work together, and, you know, they ask me to send home different things and I do. And I found that's been important. Even like some of my top kids, I mean, if I have something, I just call the mother or the kids are down in the day care. I go down and tell the mother.
- Q. So you really see that as helpful—the parent kind of [inaudible]...
- A. Yeah, I'd say, you know, like this...my re...my really top four [inaudible]. See, he's really [inaudible] in school. Now I see a change in him. She said, "I'm glad you told me and I told the pediatrician. Now he's on the vitamins and..."
- Q. Great.
- A. Well, he's in school from 7:00 a.m. 'til 6:00 p.m. The [inaudible].
- Q. It's a long day, yeah.
- A. You now? Then he goes over to Northeastern for violin lessons.
- Q. Yeah.
- A. I mean, he keeps going and going. So I just told her, I mean, I just work with them. They don't take it as an insult or a threat. They don't seem to be...a couple may be still, I have to work with.
- Q. Anything else that would help you with time or would help you with the things that get in the way? You know, you mentioned parents. Anything else that's very helpful to you when you...as you're trying to make these changes and be a better teacher?
- A. I [inaudible] more time.
- Q. Anything else that's helpful?





- A. I do...
- Q. More time.
- A. ...a lot at home because like in school you have like different interruptions. Neces...necessary interruptions...
- Q. Yeah.
- A. ...but it's ongoing. [inaudible]...
- Q. You would like more time [inaudible] or would you like a longer...you mean a longer school day to give you more time during the day? Is that what you mean by more time?
- A. No, no. If I put it together at night, you know, I come in and do it. But things don't go on as scheduled because this and that and this and that and...there's just so much going on in school all the time that you don't really...
- Q. All the demands on you, you mean? The...
- A. All of sudden they're coming in, we're gonna have this program or that and whatever. Things don't go as scheduled, as planned, because...
- Q. Okay.
- A. ...you know, somebody walks through the door and, okay, we're gonna whatever. And so I know what I plan, what we're gonna do, so, you know, so I have to do that at the next day or in the afternoon 'cause I have to do this before we can go on to that. Time is [inaudible].
- Q. Yeah. How help...how helpful are your colleagues? I mean, when you think of working with others...I know that you mentioned the study group. You enjoyed that.
- A. Yeah.
- Q. In terms of cha...again, you're ch...making changes. Do your colleagues get into the picture at all? Like a co...your colleagues, is that...
- A. Yeah, but everyone...
- Q. ...[inaudible] helpful part or is it a not helpful part?
- A. Everyone's running so much, even like [inaudible] all of us, but everyone's on a roll. There's really not that much time to get together. Like she has, what do you call it, different things that you've done with her and that's why I wanted to see it. Like before vacation, it was on the...what's the...the little one I had, like QSI[?] or whatever, and she says, "Oh yeah, I've been doing that. I'm doing that with the third grade." Well, I just never made it down. So I said, "When are you doing it," and so she says, "Like in the morning from 10:00 to 12:00," or whatever.
- Q. When you're with the kids. Right? You're with the kids.
- A. Yeah, and then I had like...if I had plenty of time, like something else would cut in. Everyone is just running so much.
- Q. [inaudible]...



A. There's so many demands that it's tricky...

Q. Yeah.

A. ...just to make another demand on somebody, you know, and they're already overloaded, like whatever.

Q. Yeah.

A. You know?

Q. Like you are, yeah.

A. [inaudible] on the fly, you'll catch them and say, you know, I said, "Gee, this really sounds good." "Oh, yeah, it's doing that." "Okay, well, I didn't know you were doing that. Maybe sometime [inaudible]." "Oh, yeah." You know, you say okay and then...like when you're gonna get the...

Q. Yeah.

A. ...the time. It's just...

Q. Yeah, time's a big...

A. You know, you have like all these kids in front of you.

Q. Yeah, well, okay. Anything else that you want to tell me about of you, as a veteran, makes you change—what...what's ea...what makes it easier for you or what gets in the ro...[inaudible]?

A. Well, [inaudible] learn. I'm always, you know, wanting to learn.

Q. You're a learner.

A. To tell the kids more. And, you know, if we had more time but I don't want to make it a longer school day. I don't think that's the answer. And in the sense that they are making it a longer school day with [inaudible].

Q. It is a longer school day.

A. I mean, the kids are off the street.

Q. Yeah, but it's still a longer...

A. But it's a long day for these...

Q. Yeah.

A. ...kids.

Q. Yeah.

A. And first grade, you know, they're here at 7:00 a.m. Just making the most of the time that they have in...in here.

Q. Yeah.

A. And taking it from there.

Q. Okay. The next question aims at getting, again, I'm always wanting to hear from your perspective as a vet.



How do you feel the study group could be improved? What...what I want to ask you a negative...

A. More sharing.

Q. More sharing. So what was least...okay. More sharing. And [inaudible]...

A. You're directing more.

Q. Right.

A. And I think we should've shared instead. Like I'm saying I should take a backseat, which I did more and let the kids do it.

Q. Okay.

A. I think may...I'm not saying that you're bossy, but I'm just saying more participant-run instead of you, as a leader...

Q. Okay.

A. ...teacher-directed.

Q. Okay, so would you have wanted more...a longer time...[inaudible] participant [inaudible]?

[unrelated conversation]

Q. So you're thinking le...more sharing and less direction by me.

A. Yeah. I think...how I learn, I think you could do it likewise—to share our experiences, because like Connie really wanted more books. Like I wanted more books. She's at a bigger school and she was saying like people really wouldn't turn them in.

Q. Okay.

A. You know, we're really like when...not that people don't turn them in here, but I'm just saying, you know, the common problem of more books. I mean, we're all going through the same things but not realizing it, 'cause we really didn't do that much sharing...

Q. Yeah.

A. It would be okay, Carol's turn, Cynthia's turn. I think it's like more spontaneous...

Q. Okay, I guess...

A. ...interaction.

Q. Yeah, I...I...I guess I was trying to...

A. You were trying to...I know it.

Q. Get the...

A. I know what you're trying to do. [inaudible].

Q. Get the...to learn the, you know, the running record, how to use it and so forth.





- A. Right.
- Q. Get the...
- A. And you had different levels 'cause some people really hadn't done a running record.
- Q. Right, yeah, so it was kind of...
- A. And I [inaudible].
- Q. ...tricky to do.
- A. The groups weren't the same.
- Q. Yeah. It really was [inaudible]...
- A. [inaudible] parts. I've seen how many running records, and Donna, and I was like just trying to...so I mean, you had to be a leader like you were doing, but maybe extend this another half-hour or something.
- Q. So there would be more interaction?
- A. So it'd be more interactive, yeah.
- Q. Yeah, okay.
- A. I mean, like the CDs in the computer are interactive.
- Q. Yeah.
- A. This is what it's all about. Instead of the...the CD telling you what, you've got to interact with it.
- Q. Okay.
- A. And that's how you really learn.
- Q. Okay.
- A. And that's what I've seen so...
- Q. So the last...that last time at the Phillips...
- A. Was a bit better.
- Q. You like that, where you had...could really figure things out on your own?
- A. Yeah.
- Q. Okay.
- A. Yeah.
- Q. Okay. That's good.
- A. And share it.
- Q. Okay. Anything else that could've...could be improved in that study group?



A. No, I just wanted like more sharing.

Q. More sharing.

A. But then it would've been more time, but I think I [inaudible]. I think I [inaudible] given it more time.

Q. Another half an hour.

A. Yeah.

Q. Okay, so make it longer.

A. I mean, the people that you're dealing with aren't quibbling over ten minutes or something like that, a half-hour.

Q. Okay.

A. I mean, you're there anyway. And we really didn't have that far to go. The lady from East Boston had the long trip.

Q. Right. Okay, so just a little bit longer with more interaction.

A. A little bit longer so we could interact and...

Q. More.

A. I think that would have been...made it more meaning...meaningful too, to all of us.

Q. Oh, okay, okay.

A. For more sharing.

Q. Any...okay. So I guess this is the same question. The least helpful thing about it. What was the least helpful thing about that...the mo...the study group?

A. Having to...well, I can't really say having to do it in a sense 'cause that's how you're gonna learn. I hated being late all the time.

Q. Yeah, that wasn't your fault.

A. I [inaudible] but then you couldn't start it any later than what you did.

Q. I guess I could've started it at 4:00.

A. [inaudible]...

Q. I guess I could've, but...

A. But it's too [inaudible]...

Q. ...and I know people...

A. No.

Q. ...wanted to start like 4:00, you know?



- A. No, it just sounds so late.
- Q. Yeah.
- A. No. They don't really...most things in [inaudible] start at 3:30.
- Q. Yeah.
- A. And those that get there at 3:35. [inaudible] as you saw. And so 4:00, yeah.
- Q. Can you think of anything that was the least helpful?
- A. I really can't think of any. Not really, 'cause the things you ask, the things that helped us analyze.
- Q. Yeah.
- A. I'm not sure how valuable you found the videotaping.
- Q. The...the pre and post? You mean the one that you're gonna now...
- A. Yeah.
- Q. ...and the other one?
- A. Yeah.
- Q. I got a lot, because I could really see you interact with the child and listen to how you're teaching-wise.
- A. Yeah.
- Q. Getting the insights into what you were thinking.
- A. Yeah, but then like...
- Q. [inaudible] helpful.
- A. It's kind of like a phony situation 'cause you're nervous.
- Q. Yeah, right.
- A. You're [inaudible].
- Q. And I know everybody hates videotaping.
- A. Yeah, you're tying up [inaudible], so I really don't know on that end. I mean, it's no big deal to me to be, I mean, Lee Anne loved it. Even when we recorded it, the kids loved hearing themselves back. They don't see that back.
- Q. I enjoyed looking at you guys.
- A. You know, see, but see, like, there's no feedback here.
- Q. Yeah.
- A. Lee Anne doesn't see herself. I don't see it. I mean, so, that I question there, but then if you're gonna need





it, you need it, but the rest of the stuff that you asked was important to grow. And, like you say, you can see what we're doing, but then it's...now I realize the situation is stilted, and she knows she's being [inaudible], even like Tom was just saying, "What if I get one of the words wrong?" I mean, they know it's like...

Q. Oh, yeah, yeah.

A. ...an artificial situation.

Q. But it still gave me insight. See, I'm more...you...you kind of think I'm looking at the kid and I am, but I'm more importantly...

A. The teacher.

Q. ...I'm looking at you...

A. What I'm doing or not doing.

Q. ...and what you're saying.

A. Yeah.

Q. It...not even what you're not doing, but it's like what...when the child's in trouble, how are you helping the child, 'cause that...that gives me insight into how I can help you.

A. Right, oh, yeah.

Q. To help you be a more powerful teacher...

A. Right, yeah.

Q. ...in terms of what you could say to really help that child more than you are helping.

A. Yeah, [inaudible]...

Q. So it was helpful to...it was...it was helpful to me...

A. Okay.

Q. ...to look at...be able to look at you on a video.

A. But I'm saying for like the kids [inaudible], they know [inaudible] on the tape, on these videos, audiotapes, you know, if I make a mistake, so what is Lee Anne thinking...

Q. It's almost like you have to talk to them beforehand and say this is not, you know, let's just sort of calm them down.

A. Yeah, yeah.

Q. You know?

A. Yeah.

Q. Yeah, okay.

A. But then you see the value of it, so that's like the only thing that I would...



Q. Okay.

A. ...I would question.

Q. Okay. Would...

A. Remember, we did take Marv[?] out from his job, whatever he was doing.

Q. Yeah.

A. He was so gracious about it.

Q. Yeah, he was very nice.

A. You know?

Q. Very nice, yeah, yeah.

A. Yeah, yeah.

Q. But he is a nice...he's...he's nice. Okay, this is my last question and then I have...you...if you have questions, and then I have to follow-up from the...from...from the Colony, but if there were a part two to this project, what would you like it to involve?

A. More teacher-sharing.

Q. Okay. So how would...how would, you know, if we were, say, next year, if there were a part two, if we were to meet once every four to six weeks next year, what would that two hours look like?

A. Teachers sharing what they're doing. Sharing resources. Again, it's the books. Getting the book...I mean, you're pulling your hair out of your head. You know, Tom gave us another paper to go through.

Q. And so sharing resources, that would be a part of the time. What else would you be doing in that hour or two hours? Or would you be wanting to do during that hour, during that, say two hours? What else would you want to do?

A. I wish maybe it could be like how the ideas would go...the...the col...the area office we call...call them there now. We call them the [inaudible] offices, so you have those great big bags of...liter...early literacy bags? No, literacy for learning, whatever that...

Q. The literature to [inaudible], that one?

A. Yeah.

Q. [inaudible] top, the one Nancy [inaudible] program?

A. Yeah, you had those great big bags.

Q. Yeah.

A. And...and we could go over to Hyde Park Ave. It was near for us. And these would switch off. Have maybe just...the people in our group, we could have some whatever. If you had...if somebody had some inside sources, and we could come and it...exchange it as a four to six-week meeting. Well, just trade among ourselves.

Q. Okay.



A. Resources. And 'cause like Martha, "No, well, no. Here comes Carol. She never has enough books," but it's true. I mean, you can never have enough and then they love to read. This is all I have over here. I mean, they're forever reading. They just...I mean, a whole shelf of books, they love it. That would be nice...

Q. Would you like to...

A. ...but it's probably not a reality.

Q. Right. Would you like...would you like to...say, would you want...would you take turns running it or something like...like I might be there as a resource or as a back...

A. No, I...

Q. Would you like to...

A. I'm not looking for us to do it.

Q. You wouldn't want to do it. But what would be...

A. I would [inaudible]...

Q. ...[inaudible]?

A. [inaudible]...

Q. ...would have. What would be the part I played?

A. As somebody. Maybe [inaudible]. Could she supply us with books for these eight people in this program.

Q. Okay. You mean children's...you mean...

A. Children's books.

Q. ...children's materials, okay.

A. Yeah. Like basically Nancy Sheehan [inaudible].

Q. Yeah, right, okay.

A. Films, packets. And so then she would give you those, and you would come to the first meeting with those aids.

Q. Okay.

A. And each one of us eight would take one of those tote bags and use it for that month. The next month, we will come to the meeting and trade among ourselves, 'cause each meeting I go, it's like the old days, I still really want a book for going. Now they give me a PDP[?]. It's always a sell-out, PDP, that's what we do. I'd rather have the books.

Q. Okay. So...

A. So your part would be in the beginning, to find a Santa Claus [inaudible]. Like you did. You gave us those books to start, which were wonderful but they were like a tease. I mean, I'm really looking for a lot of books in those...well, you have the tote bags, the zipper bags, whatever you want to call it.

Q. All right.





A. And there will be enough for the class.

Q. So you would be sharing resources. So I want to know now, in the sharing resources, but let's... we have two hours now.

A. Yeah.

Q. So you're gonna do that part of the time. So what's gonna happen the other part of this two hours, 'cause you're coming together once a month, let's say.

A. Yeah. Well, one...

Q. What's happening in the other part?

A. ...we're gonna share what we're doing with our kids.

Q. How? Be more specific.

A. I'm finding my kids are just looking at the beginning letters, and how we're gonna get them to look at the middle letters in the words.

Q. Okay.

A. Share different problems 'cause we did experience the same problems, but we didn't realize it.

Q. Okay. So you're sharing problems.

A. [inaudible].

Q. ...and how you're gonna solve them.

A. And how, you know, maybe this one solved it better than I did, or maybe they could suggest a resource or, you know, gee, did you try this.

Q. Okay.

A. And then you would have some direction there 'cause like you'd want them to focus, and you do have the unevenness of the teachers' knowledge and all, the running records. You...you would have to do some teaching out of necessity because of the unevenness of the knowledge of the teachers that you're dealing with. But it really would have been great if we had, like you did that first time with one of them, but you have like, you know, just a bunch of books.

Q. Okay.

A. [inaudible] to go...

Q. Yeah, actually Martha...that was Martha's, you know, she just did that sort of almost spontaneously.

A. Yeah, that's [inaudible] is always a given.

Q. [inaudible]...

A. I know it.

Q. ...[inaudible] something.



A. Yeah.

Q. But, okay. Now, anything else you'd want...that...that time to be taken up with? The sharing of...

A. You know, the sharing.

Q. I've got your sharing of resources, I've got your more sharing problems...problems...

A. Well, to have resources available. You, as a leader, would bring resources, and then each month we'd just bring them in and share.

Q. Okay, all right.

A. Trade. Bring that pack and trade, so in a sense we'll be taking [inaudible] after.

Q. Okay.

A. But you would have to go before this would start.

Q. Okay, so...

A. [inaudible] different connections...

Q. Define them.

A. ...[inaudible] different people [inaudible]...

Q. Yeah.

A. ...who could give some books.

Q. And you just share...

A. Multiple copies.

Q. Okay, all right, okay. I have no other questions. Do you have any other comments? I mean, I...remember at the end of our session together I asked you how you would define professional development, what was effective professional development to you, and when you say you're learning, what does that mean. Did you want to add to any of those? Do you have anything to add, anything you didn't...didn't say that day that you want me to know about any of those?

A. No. I think just ongoing learning on my part, and ongoing assessment on the part of the children, my assessing them continuously.

Q. So you...you feel that you...when you say you're learning, when you say that you're learning...

A. I'm an active learner all the time, looking for more ways, better ways, different ways to do this and do that, to reach them.

Q. Okay, all right.

A. And like I was saying, I was just talking to the kindergarten teacher this morning who had one of my kids and I said, "Gee, he's really having a hard time with their comprehension," and that's where that...she [inaudible] whatever the... I just showed you this morning...



Q. Sure.

A. ...that girl, Cynthia had said, you know, there's a test for this. That's what I want to do. I have a couple...again, it's bilingual. You know, she's speaking Greek, you know, and this kid's speaking Indian, you know, and this one speaks...and so I'm finding that...and this other one isn't a bilingual.

Q. So those is...the bilingual issue.

A. But he's not even a bilingual, this other one, [inaudible] teach about the way [inaudible] and the comprehension.

Q. Yeah.

A. You know, some of the mothers have taken it on their own to go get them tested.

Q. Yeah, see, I think that's an issue that's gonna become more prevalent in terms of like teaching of reading with children who speak another language, and how do you teach kids to comprehend and...

A. But I told them. We talked it out, like this little Indian one now, they know how important it is for him to speak English. So when they're at home, they tell me that they really just speak in English, but after school, they're working. So after school and the kid goes home, he's spe...he's with the grandparents and they only speak Indian, or whatever you call the language. So he, after school...

Q. Yeah.

A. ...he doesn't have any practice. He's had downtime until then.

Q. Oh, so he can't read his book? He can't read his book?

A. He can, but I mean they can't help him.

Q. Yeah.

A. And if he writes, they can't help him.

Q. With the English.

A. With the English.

Q. Yeah.

A. He could write and then they could check it when they got home.

Q. Okay. Okay. All right.

A. See, it's going back to what I was saying, having the parental cooperation so they know [inaudible] approach, you know, different ways to help. The mother [inaudible] the job in the summertime so she knows when he's with [inaudible] help. And then I know [inaudible] one day after school he went over to a cousin's house, 19-year-old cousin's house, so he could help with English.

Q. Okay. Okay.

A. Making them aware of it. But this other one speaks perfect English. There's no [inaudible] over to island but [inaudible] speak English in the house. So these different tests that are available to...to deal with more on the comprehension.





Q. Okay, okay. Anything that you...that I've...that I've missed that you want to...anything else?

A. [inaudible]. I've got to do something about a couple of these kids on the comprehension [inaudible] sentences. I'll let you see them. These sentences are not congruous to what the question is. This sentence is...I'll just let you see them.

Q. Well, there's a book [inaudible] thought [inaudible] mosaic. Audrey might have a copy of it. M-O-S-A-I-K. Mosaik of Thought.

A. M-O-S-A-I-K.

Q. A-I-C, I'm sorry. A-I-C. Mosaic of Thought...of Thought. It's all about comprehension.

A. Oh, is it?

Q. Yeah.

A. Who wrote that?

Q. I forget the name of the person, but I know Martha has used it. It's been used and it's pretty comprehensive. It helps teachers understand comprehen...how to teach comprehension.

A. Okay.

Q. Yeah.

A. Okay, so Martha and Audrey, okay.

Q. Yeah. I believe Audrey has a copy. I know Martha had given copies to people.

A. I never heard of it.

Q. No? Yeah, it's a great book for comprehension.

A. Okay.

Q. Okay?

A. Did she [inaudible]?

Q. Yeah, kinda, [inaudible].

A. Okay.

Q. Okay? Anything else?

A. [inaudible].

Q. Anything else, Martha, that [inaudible]?

A. I don't think so. That's pretty much [inaudible].

Q. Okay, well, I've enjoyed working with you and...

A. Yeah, me too. [inaudible].



Q. Okay.

A. [inaudible] all the kids now. [inaudible] in here. [inaudible].

Q. [inaudible].

A. And this is a lotta, lotta...

Q. Lot of work.

A. [inaudible] it's like many, many tests.

Q. Yeah.

A. This is [inaudible].

Q. But the two you had for this project, Lee Anne [inaudible]?

A. [inaudible] the other one.

Q. She made some progress though.

A. Oh, yeah, she did, yeah. [inaudible] the...

Q. Okay.

A. See, she, in the beginning, I told her, she got only a couple...four right. Now here at the end, she's still got...

[Tape ends.]



CT0200B

FEBRUARY 2000

\*MAJ: I am talking with CT. What are you thinking about reading instruction as a result of your involvement with this study group, not what you are doing, but what are you thinking, like what are you thinking about now that you were not thinking about so much before you got involved in the study group?

CT: Um, you really have to focus in on what they are not doing, um, and zero in on it and doing it and telling them the specific needs and the children are responding to it, but sometimes not so spontaneously as you think. This is how they are coping with the word attack. So it has to be repeated, but like plotting.

\*MAJ: Plotting.

CT: Yea, yea, yea.

\*MAJ: Ok, anything else you are thinking about, because of your instruction?

CT: About making it really challenging. So they can aspire. Um, I have alot of....chapter books... and ask each other the word and how about seeing that they are all doing it and I think this is important. So they can all read chapter books is challenging.

\*MAJ: Ok, so before, I am sure you were thinking about making it challenging, so how is thinking about challenging different now?

CT: I am going to be pushing those that were struggling. I am going to push them to the height. Really pushing them.

\*MAJ: Hm, mm. You are pushing them because you, why are you pushing them now?

CT: Um, to see if they can do it. Before if they were like that I would back off and say its too hard, but now I am saying just keeping pushing, (laughing) and supporting them and they can do it. He was reading and was so proud of it and said I can read books.

\*MAJ: Ok, great.

CT: The student teacher took my kids into the library yesterday, ...some are higher levels than others, the student teacher was absolutely amazed. She said will you look at that, this kid is really smart he would look at it and close the book, but he can do it. I spoke with the mother and father the report card went home yesterday and I told them again, hopefully....there is a new baby in the house, it changes things.

\*MAJ: They can kind of go backwards when that happens.

Page 2.

CT: Yea, regresses, but then there is an older brother too, so he is like the middle child....and he could do it and I have him right in front of me, but still.

\*MAJ: Well if he can do it that is great that you know he can do it.

CT: Yea, yea.

\*MAJ: Now what are you thinking about with focal students, you know the two children that you have chosen. Can you talk about them? What do you think about them as learners?

CT: They are really struggling, one more so than the other. The mother picked up one sick the other day and she said





she can't believe it either, because she had all sons and she waited for this little girl and she is the baby and the mother is trying to give her as much as she can, but she works all day and then comes home and makes supper and how much time is their left, but this kid.

\*MAJ: What are you kind of working with when you say they are struggling, what is it, can you be more specific, like what is it that you need to work on with them, that they are not doing?

CT: In general, it seems like she has the comprehension, she does and she writes it up nicely. Um, not the one that I, the other little one, the second child, she gets the comprehension, but the words aren't coming, she is still really struggling. I have been pushing and giving her a lot and the mother said she tries to like delegate because she knows she can't read to her each night so she have her read to the different siblings and to the father, but she said she knows it is not the same.

\*MAJ: So she reads slowly, she doesn't remember her sight vocabulary?

CT: Yea, yea, a lot of times.

\*MAJ: Uh, huh.

\*MAJ: She is just struggling. The siblings are so smart, not that she is retarded or anything, they just expected more of her especially being a little girl. The boys were, they weren't so antsy. We just all expected more from this little one then she is able to produce. Um, it sounds like she gives the mother a hard time at home about doing it, where as in here she likes it and works together. She is really still struggling.

Page 3.

\*MAJ: Do you think it is more with the comprehension or more with the decoding or...?

CT: The decoding. The other little one is decoding more, better, um, but sometimes she misses the middle letters, she is still hung up on the middle letters.

\*MAJ: The vowel sounds?

CT: No, no the consonants, which is ridiculous. If it said buzzy in the book or something she will say sunny and it was like nothing, no resemblance to it at all. I think also her very best friend is like the top kid in here and she is so struggling, she wants to be like her friend.

\*MAJ: Yea, so when she reads she says things that are meaningful, but she is not looking at the print.

CT: Right, yea, yea.

\*MAJ: But it makes since, but it is not what is on the page.

CT: A lot of times it is the first and last letter, but a lot of times it is the middle section.

\*MAJ: Ok, so...

CT: Its some really healthy competition, because her very best friend, they are like really bosom buddies and this group has really bonded nicely, they are very best friends through thick and thin, even though she's far behind they work together, this one is struggling and the other one just gets it like that.

\*MAJ: What levels are they on?

CT: I think comfortably 12 for her, and I didn't finish she was out 3 days last week, but she is probably an 8 maybe a 10, 10 might be a gift.

\*MAJ: For this time of year, that is not that bad.



CT: Expecting more.

\*MAJ: 10 is not that bad if you could just zero in on what she needs with her running record. That is not bad for this time of the year

Page 4.

\*MAJ: It is not like you said, where you would like her to be, but it is not the lowest, at the lowest either. 10 is not the lowest.

CT: This group isn't the lowest, this was like the group down here and now they are on the raft.

\*MAJ: Hm, hm, ok let's move on. What do you think about the running records?

CT: I think it is good when you see the patterns of mistakes.

\*MAJ: Ok, anything else.

CT: You have been pretty central, other than that East Boston lady, I feel bad for her, but you said...she really doesn't know the city, but I didn't either, we all learn, but whatever be, but she does have a long ride.

\*MAJ: Anything else you want to say about the model or anything else you want to say about the process or about the group or about learning or anything?

Page 16.

CT: I think it is a good group, a good process, um, you know we are all here for the same reasons to help these kids get going in reading and it is interesting about Margie, is Margie still doing a bilingual, I guess right.

\*MAJ: Margie, she teaches English kids, she tutors in English.

CT: Oh, Ok.

\*MAJ: She doesn't do bilingual this year, not this year.

CT: Oh, Ok, because her daughter is a teacher now.

\*MAJ: Margie's daughter?

CT: Yea. She subbed here last year.

\*MAJ: Oh, wow, but she is not doing bilingual.

CT: Hm, mm. It is just interesting the different people and you just learn from each other.

\*MAJ: Anything else you would share,?

CT: I would like to share time.

\*MAJ: Anything else?

CT: You had said you were going to give us the DRA books, the kit.

\*MAJ: The DRA kit, Connie has it and you will get it.

CT: Hm, mm, but then it was like murder trying to get them, because everybody in our whole building was like



testing.

\*MAJ: Oh, so.

CT: If you could give them out in the beginning, but then you would have people who dropped out of the program having the books, so I know where you are coming from (laughing).

\*MAJ: Yea.

CT: But meanwhile it is really tough, you worked it out

Page 17.

\*MAJ: Connie has them, so you know what I will try to do so you can have your own, Connie ordered them and they are in and she has had them since December, so probably we are meeting at the Manning, maybe I can see her and at least bring yours, no one else has mentioned that they have had that kind of a problem, so why don't I make sure.

CT: We were really all doing it.

\*MAJ: I am trying to think, I think everybody has to do it, I think it is pretty much mandated, maybe there are more kits in the other buildings, I don't know, but I could certainly make sure that you get yours.

CT: Yea.

\*MAJ: Oh, ok.

CT: Oh, look who's here.

\*MAJ: Hi, you can stay. Ok, anything else, your honesty I value your opinion and your honesty and I think it is great to be honest.

Anything else?

CT: I think it was nice when we got those little books. That was nice. I thanked her for that.

\*MAJ: Hm, mm.

CT: I think we really need these little books going along and they really stopped doing it at all these different things. I would look at that as a plus, you really need...

\*MAJ: Books.

CT: Books, in plain English.

\*MAJ: Basically you are saying perks..

CT: Books.

\*MAJ: Yea, because we are talking about more higher pay and I think all of us do deserve higher pay, but you are saying that you value books and pay.

CT: Yea, because I will say to the kids I will go to a meeting now and it would be nice if I could say after the meeting look what I brought back for you.

Page 18.





\*MAJ: Hm, mm, materials, yea.

CT: Yea, materials, but not easy, easy, because some of the stuff is see Dick run.

\*MAJ: Yea, yea, yea.

CT: You know what I am saying. There is definitely avoid the I can books.

\*MAJ: You want multiple copies of literature that you want. You don't have multiple copies of books like chapter books.

CT: We do downstairs in that library, but I am saying on the harder books.

\*MAJ: Harder.

CT: The context is too..

\*MAJ: It is too high.

CT: Like the Boston Tea Party, The American Revolution, etc.

\*MAJ: So they are not where your kids are?

CT: Right. There are a lot of cute ones out there, but the particular ones that are here obviously those teachers wanted those which is fine they met their needs. They are teaching the higher grades, but when you have kids that can read the higher books I want the content that will attract them.

\*MAJ: Yea, appropriate.

CT: Appropriate content on a higher level of books. Like we are going to do Mr. Paupers Penguins next and they will love that and they can relate to that.

\*MAJ: Ok.

CT: Content appropriate. And those are good, like Fritz, by Jane..., she writes wonderful books, but they are not into this yet.

\*MAJ: Ok.

CT: So books with appropriate content, not easy, easy, and not hard, well those are not hard, but I am saying, are you able, I am going to shut this off.



Study Groups

Reflections  
Judy Tubbetts  
January

As I gaze over the Running Records of my two students it is very clear where their needs are. They both use initial visual cues without matching them with (M) or (S). Ashley who is in greatest need has very little background in recognition of high frequency words and tries to sound out almost every three or four words when reading a passage. She not only loses any sense of meaning but she also gets extremely frustrated. Jennifer also uses (V) cues in isolation a lot but she has a good core of high frequency words and is at a higher level and gets meaning from her reading.

Although I'm very limited because these two students are not in my own class I think I've been able to help them with some strategies. I have



## Shirley McCrary Grew School

### Questions & Answers On DRA Testing

1. Having mastered running records the DRA, with a bit of practice, is not too difficult to administer. It can help determine a reading level. One can gain insight into the child's reading behaviors which can provide specific information that can influence instruction. Since this assessment can take some time and must be given individually, it poses a problem for lone classroom teachers with as much as twenty five students.

2. I find running records helpful. The more I learn about analyzing the results the more helpful they become. The more skilled at doing them the more I do. Also just as important, the more I am able to juggle the other twenty four students or get extra help also determines how often I am able to make use of this valuable tool.

3. Running records will now become a very





important part of my assessments. Moreover I am learning to gain a lot more from what children are doing instead of what they don't appear to know.

5. Having the opportunity to see the DRA administered and given a chance to discuss it was very helpful. But I must say being video taped while learning and doing it myself was anxiety provoking.

6. I learned how to work a video camera, tape myself and transfer the tape. Therefore, you may understand why the tape is not that great.

From the testing, I gained information from watching the reading behaviors of my two students as well as from their running records. I am focusing on their strengths as well as specific areas of instruction such as building sight vocabulary, and reinforcing strategies for b and d confusion.



Assessment is the gathering of formal and informal data on what a child can do. The informal data is very important because this is the day to day observations the teacher makes of the child and should be used to help guide the instruction of the pupil.

Informal assessment can be checklists and daily running records to show exactly what the child is capable of doing and where the child needs help.

The more formal assessment is the standardized data such as the DRA which uses a R.R. in it, as well as comprehension questions with an eye on retelling, sequence, details, etc. It gives good baseline data to work with. This test by itself is a good assessment of what a child can do and gives you a good idea where or at what level a child is at & shows growth over the year. The use of this test exclusively for assessment would be an injustice for each child. Children need many types of assessment to deal with their individual needs.

The collection of this data is good to get baseline data to check growth



Tablets

## Assessment (2)

over a period of time but it is of greater use if it generates Changes in instruction. Individual Children need help in developing reading strategies to help them problem solve at difficulty. Once these strategies are utilized we will have more Confident readers who are progressing as well. Children need to know how to problem solve at difficulty and phonics alone will not do this. They need to learn to articulate, slowly, re-read, self-monitor and check for (M) (S) (R) cues.

Teachers need to continually assess their Children and need to develop their instruction around the needs of their Children. If the data doesn't result in Changes in instruction then it's merely data and not much more than that. We need to make sure Teachers use this important data to help make Changes for Children so reading will become a meaningful and pleasant progressive process. Teachers are responsible to ~~the~~ meet these important needs of our Children. The information we collect is to be used to make Changes and show progress.





I am feeling a bit frustrated with my "case child" because of his issues that I'm impatient with. He senses/ knows that he is the top reader in the class, and can figure out many other things because he is also got a much wider background, as far as language experience and even culturally more integrated into the American society. But and here goes, he therefore runs full speed ahead, not taking turns, not allowing others to say or after being wrong himself in his quick responses. Of course, in my "sane" moments, I realize that this little person is steaming full of energy and actually does everything quickly. He runs never walks, talks fairly quickly and wants to be first in line for wherever we're going. I dislike how many times I suspect him. I don't want to stifle the enthusiasm for school, but for now the <sup>early</sup> emergent readers (Houghton Mifflin) is too easily read by him and fluent readers are



# Test

1. Assessment is a candid view of how a child behaves while performing a task such as reading.
2. Running records are a useful type of shorthand so that much of the teacher's precious time may be spent observing.
3. I am not sure that typing is the measure of assessment for children, in handwriting we never really used just typing, just I've always looked at where the child has come, is progressing or the R.R.'s would be welcome.
4. I'm not completely sure <sup>assessing</sup> the child's handwriting around the instructional level.
5. The 1st paper says very little about the handwriting.



<sup>DEA</sup> Assessment enables primary Teachers to observe, record and evaluate changes in students' performance as readers and to look for and teach what each student needs to learn next.

Well, it can help teachers understand the process that goes on in the readers' head. When readers try to construct meaning as they read aloud, we can begin to see the relationship between the misuses they make and comprehension.

Yes, I do. Well I know now the importance of this type of assessment

This assessment will help me in deciding how to work with the student.

Yes, I thought it was easy, very informal.

My challenge was to do all the running record

I learned how to take running record

Margie





Cynthia

Assessment is a tool to show  
what the child can do now —  
what the teacher needs to focus  
on. Teach

I believe the summary would  
be a good tool to use  
to show what the child can do  
now be taught.

I believe summary records  
would be helpful time wise  
and effort wise.

A lot of important information  
has been shared with the  
Administration for the first time  
Learned about DRA (How to administer)



assessment is trying to see the child's <sup>current</sup> needs  
and teaching to meet the <sup>child's</sup> needs.

The running record is one means of assessing needs. (The DRA  
another means.) Within a few minutes we can see how the  
child handles <sup>word</sup> that he does not know - does he omit the  
word, does he guess at it, does he sound it out,  
does he use picture clues, does he use the meaning or context  
to help him learn the word, does he self correct? What he  
does do, shows us what we need to do to teach him.

see that getting the overall picture of the child's function  
in action, tells me the strategies that I must use to  
overcome his problems. He opens the door for me + I can  
see the way he thinks. The he might just be guessing at  
words because the word starts with ~~look~~ he says  
side he says  
horse he says.

Carol  
I will teach him to look at the word & sound sound of the  
word too ... in other words the whole word.  
b) look for context clues - does it make sense  
c) look for picture clues

I can tell by this assessment that Saxne quickly runs ahead  
to finish rather than taking time to figure out the words. She's  
a rush.

Since I got used to administering the DRA it was not difficult  
I definitely see the VALUE of giving it. I had originally  
some children lower than they were actually achieving.  
If I had not tested them I would not have found this  
out so quickly. I gave the DRA to my entire class!



Don't see

1. ASSESSMENT IS A POWERFUL TOOL THAT LET TEACHERS KNOW WHAT  
a A CHILD KNOWS, THEREFORE WE CAN PLAN AND MEET THEIR NEEDS EFFECTIVELY.
- b IT DOES PROVIDE INFORMATION OF THE CHILD PROGRESS.
- c IT IS AN EASY AND RELIABLE SOURCE TO INFORM PARENTS OF CHILDREN'S PROGRESS AND TO GIVE THEM IDEAS OF HOW TO HELP CHILDREN AT HOME.
- d RUNNING RECORDS IS AN EXCELLENT TOOL OF ASSESSMENT. IT DOES GIVE TEACHERS THE OPPORTUNITY TO MATCH CHILDREN WITH THEIR READING LEVEL BOOKS. THE TEACHER CAN OBSERVE THE BEHAVIOR OF STUDENTS WHILE THEY READ AND DETERMINE IF THEY ARE READING FOR MEANING. IT DOES GIVE INFORMATION ON THE AREAS THE STUDENTS MAKE MISTAKES MORE OFTEN, SO THE TEACHER CAN CONCENTRATE THEIR PLANNING AND TEACHING ON THESE AREAS TO HELP CHILDREN BECOME BETTER READERS AND WRITERS.
- 3 THIS IS THE FIRST YEAR THAT I AM USING ASSESSMENT 'SERIOUSLY' AND WITH A PURPOSE. I WILL CONTINUE DO IN IT THE SAME WAY I HAVE DONE IT SINCE SEPTEMBER.
4. YES, THE ASSESSMENT WILL HELP ME IN MY TEACHING OF THIS CHILD. I ALREADY KNOW SOME OF HER STRENGTHS AND WEAKNESSES. I WILL CONTINUE MONITOR HER PROGRESS, CONCENTRATING MY TEACHING ON HER NEEDS, ONE OR TWO AREAS AT A TIME.
- 5 THE ADMINISTRATION OF THE DRA WAS EASY.
- 6 I LEARNED THAT MY EXPECTATION OF THIS PARTICULAR STUDENT WAS LOW. BASED ON HER PREVIOUS WORK AND BEHAVIOR I EXPECTED HER TO MAKE MORE MISTAKES THAN SHE ACTUALLY DID.





# APPENDIX F



Margie Villafane

Agassiz School  
November 29, 1999

### Reflections

1. I've been impressed by the professional and excellent presentations of the workshops to date. A case in point, was the November 20<sup>th</sup> workshop emphasis on "ROL" which was well presented, informative, and by all indications, received with enthusiasm by all workshop attendees.
  
2. I'm finding these workshops or meetings to be very helpful in providing me with additional knowledge and skills. Specifically this is true, regarding the "Running Record" which has given me a new and additional way of assessing a child's reading.



very um, my reflections - Sorry for being so late. It's been so hectic. We had a walk through with 4 principals (Dad, we had TTA the night. Of course, if I had understood the challenge assignment and known it was due last Friday, it would be different. I'm lost without my Guided Reading just ordered one off the Internet yesterday. I don't know if I left my copy and a Gillis' office at the morning when we went that Sat. At any rate, I'll have a new one in a few days.

As for reflections - I can't believe how off the beam I'd been with some of children. They could read higher level books fluently and with great comprehension. Of course this is demonstrated in their writings. Take 4 principals that came to my class, observed & then talked with the children were very impressed with what they found out through the DRA assessments that they had on second & third grade levels, I gave them the challenge stories to read. And the children love me. Now I want to learn more about creative writing... the how to I was really amazed when Beckley did, <sup>descriptive writing with</sup> Animals by Shamus a couple as ago with my student. I have been dreaming to learn about it in the future writing class.





# Reflections

Judy Sibbets

At first I gave Ashley the DRA on the at the Dragon which was lower than the second grade was supposed to be. This text was lower than Pot of Gold (L-16) which is where she would've been at the end of Grade 1. Ashley experienced great difficulty while she was trying to decode word for word without attending to picture cues and not getting any meaning from the text.

I then gave her the DRA on Level 8 (Duke) which was much more true to her level. Even though she was given the brief summary, Ashley had great difficulty remembering this. During her picture walk-through she gave details just page by page not connecting the ideas to a complete story. She also had difficulty remembering the dog's name - Duke even though it was repeated many times in the introduction.

During the running record, she paid attention to initial visual cues only and guessed a lot - not using picture cues from the story to help her problem solve at difficulty. She needs to attend more to getting meaning from the story - first with more meaningful introductions and then attend to final visual cues as well as beginning cues. She needs to be



es that make sense', first and then use  
visual prompts. Does that look right? or  
what would you expect to have at the end?

Ashley seemed very weak in her recognition  
of high frequency words - so I intend to  
work with her at lower levels on meaning -  
also prompt for D cues. Ashley also needs  
to re-read and articulate the first sound of  
words which I feel will help her  
greatly.

↓ Jennifer was tested at a much  
higher level but still uses mostly  
V Cues not attending to (M + S) Cues.  
She is a second language learner  
and the use of structure cues is very  
important for her in order to  
get meaning of problem value at  
difficulty. I will be working  
with Jennifer also but this  
won't be as frequent as I'd like  
because I only spend one period  
in her Classroom. I will try  
to use the RR to generate instruction  
for Ashley and Jennifer.

Challenge  
Std



11-23-99

✓ By giving Yamiliz Perez the DRA I  
✓ have realize she can do more and better  
academic work when she is taught one-to-  
one. She gets very distracted in large  
group. I have a clearer idea of her  
strengths as a reader. I have pin pointed  
some areas where she needs more help.  
✓ I intent to work closely with her and  
to do assessments more often in order  
to meet the needs she has.

Practitioner  
Now  
Practitioner  
Assessment

B. Monte





Nov. 21

Learned that Emmanuel spat upon someone today - I was amazed again because this falls into the category of unusual behavior for such a bright boy. He didn't try to lie. Could it be that school is not being a success right now for him? I'm thinking about getting Emmanuel to peer tutor more. He's always done early.



Nov. 17

Cynthia Kelly

Selected 2 boys to do my study on for this year

Jonathan Robinson + Devon LaVia  
level 6 level 12.

Both co-operative young men who wanted to work on an individual basis.

11-19-99

~~Jonathan~~ Robinson had the video taping because I felt he needed extra help. I ~~wanted~~ to ~~find out where to begin~~

I did a running record and found some information.

11-24.

Went over my records to complete running record on Running Record sheet. Questions on Information

stopped from the errors and gave him more time if he would of been able to get all words.

on INS





# Shirley McCrary - Grew School

## Reflections

(1.) Our initial interview felt good. I felt valued. Someone wanted to know my thinking and feelings on teaching, the process, the issues. I felt supported, somewhat of a kindred spirit as the focus was on literacy-those things that support and effect me as a teacher in my efforts to most effectively help children to learn. I loved that-no politicking or posturing, just honest interaction around something of importance to us both. Now granted part of my feelings were probably based on my past experiences with you, Mary Ann, and the last discussion group of veteran teachers.

✓ support  
of  
kindred  
other  
-collage

(2.) It was very nice that Martha Gillis was so supportive in such a tangible way. I love the books. I am excited about what we will be learning. Although all of us are expected to get with the Superintendent's new program

✓ Support-  
sys





regarding assessments, I am grateful for this supportive opportunity to become skilled in something that could help me to more effectively help students. There are so many new and different things being demanded of teachers (along with all the old ones). Does anyone care whether all of these things are humanly doable or not as part of the teachers's job description? How much can we be given after the fact and yet be expected to instantly institute things in a skilled and professional manner. Oh, if we were allowed to just give our attention to fifteen or twenty things at a time instead of a hundred!

Support/Knowledgeable other

(3.) One of the things that I wanted to find out more about was the Record of Oral Language. I am very pleased to get in on these sessions with Irene Fountas and just delighted to learn how to give the test.

I am concerned about one of my students who does not have a second language background and does not receive speech services. This is her second year in first grade. Her oral and written language is



Many

very poor. This Record of Oral Language may provide me with some additional insight or questions about her difficulties. support/sys

(4.) After our November session I felt a lot more confident about giving the DRA not only about the "how to" aspect of it, but, I was starting to gain a sense of how to interpret the results. I saw how the documented results of this test could lend information that should effect my immediate teaching strategies for the child tested. th/11/25

(5.) I'm taking this personally..... This study has not only been interesting and informative, but it is helping to reshape, enhance, and drive the way I teach. I am not saying that one study is changing everything, but it fits so well with my professional development and current functioning at work. It enhances my understanding, while providing the necessary practice along with relevant feedback and support. My beliefs are often support  
sg



Reflections/December

Benigna Montez  
December 99

Reflections/Comentarios → 😊

- ✓ Taking running records is time consuming, but I'm finding out the results are great. It is a worthwhile work.
- ✓ It has given me the opportunity to know my students better and to know the strategies they use while they read.
- ✓ ~~I~~ I had taken running records on most of my students and it really surprised me the strengths and weaknesses I had "Discovered".

✓ I have already begun to match students with the correct level books and to group them according to their academic needs. *pt/pis*

✓ Both student chosen to this project Gamaliz and Marilyn showed similar difficulties and I have developed some activities for them and for other students as well.

- ✓ Alphabet collage → Beginning sounds
- Family words
  - Poems - Rhyming
  - Stretching the word - To <sup>sound and</sup> write the whole words
  - Peer grouping - Emergent readers / with fluent readers.
- pt/pis*





Most of the students browse through the books and like to read the easy ones. Other like to take risk and ask questions while reading.

✓ Yamilie has a lot of reading difficulties but she likes books with a lot of words. She loves to invent her own stories. She likes to be praised at every thing she does. She responds very well to verbal praise. She is hyperactive ✓ and her attention span is short, but ✓ she is doing better in small groups. ✓ She loves doing running records because she gets all my attention. Marilyn on the other hand is shy and loves to read. She is very careful in using "good reader strategies".



## Reflections - J. Tubette

Ashley has been progressing in slowly. We've been working at her instructional level which is giving her self-confidence and her reading is with more understanding and is more fluent as a result. I've worked with her on looking at the picture cues more extensively to predict what is going to happen. The R.R. showed Ashley wasn't paying attention to middle endings of words which we're working on. Also, when Ashley goes back and re-reads from the beginning of the sentence she seems to get more meaning and problem solves better. I only go into this second grade and it is not possible to interact with Ashley as much as I'd like to. I have to work with groups so I fit her in when I can.

back to practice



Many thanks

148 Meeting House  
Seedham MA 02492  
December 28, 1978

Many thanks,

My 2 focal students are coming  
along nicely. I find that Anne -  
the one that was videotaped  
does not read for meaning  
necessarily. She usually  
tries to make sense  
of the word as she reads along - but  
I find the overall picture to be  
different. <sup>sometimes</sup> she lacks comprehension of  
the total passage that she has read.  
On the other hand Valerie is  
moving right along, writing nicely. However,  
her fluency could be improved.

Both girls are plugging right along  
making steady progress. <sup>your</sup> program  
really gave me some good insight so that  
I could better help these children.

Happy New Year.

Sincerely,  
Carol Tuerode





# APPENDIX G1-G2



Study group/videotaped  
December 1999  
Condon Elementary School  
Present:  
CK, CL, JT, BM

MODERATOR (MOD.) She's focussed on the print. Bennie says she's looking...  
<inaudible>

MOD. saying <inaudible>  
<inaudible>

MOD. ... whatever comes into her head.  
<inaudible>

ATTENDEE (A.). Yes, but the word that she says was beginning that sound like <inaudible>

A. <inaudible> instead of shake.

A. Yeah. Okay.

A. All the word that she said begins with the sound of the letter <inaudible>

A. P for hand...

MOD. Okay, so let's... so let's think... now, let's move to analysis and what she would be using. Now, again, based on the running record and the kinds of information you want children using, was she making sense with her predictions? Cynthia? With most of her predictions? I'm going to ask Cynthia to talk about this.

A. I don't think so. I mean, what she was using was visual clues with the beginning sounds in a lot of the cases...

MOD. Uhm-hm.

A. ... And she would see the beginning sound and then at that point she would say... Uhm, say the word that she believed it could be, but she didn't look at the whole word, she just looked at the beginning. *it didn't sound like said*

MOD. Okay.

A. ... especially something that... I have a question. Like, in "cod," every single time she said "cod"...

MOD. Uhm-hm.

A. ... you would be tempted to say to her, "could," so that... and "cod," every single time she said it, is an incorrect answer.

MOD. Yes.

A. ... <inaudible>

MOD. So, in terms of a teaching implication, what could you...? Once she was all done, I don't know what Judy did, but in terms of a teaching... a place to go, you can only go to a couple of places, because you can't take care of everything that day.

A. Uhm-hm.

MOD. But what would you want to take care of for this child for this reading... this running record. Would you go to... for example, would you teach her, because some words just need to be taught. Like "said" needs to be taught. You just have to learn what "said" looks like.

A. Right.

MOD. Would you teach her "could"?

A. Yeah.

MOD. So you would do that as one of your teaching areas?

A. Right.

MOD. Okay.

A. <inaudible> something <inaudible>

MOD. Agreement, disagreement? What are you thinking about that? A teaching... As one area to go back to for this child. Would you teach her "could" today?

A. Yes.

A. Because it would make...

<inaudible>

A. That really affected the entire story. <inaudible>

MOD. Okay.

A. It was so frequent.

MOD. Alright. What was she not using when she kept saying, "cod"? What do you think...?

A. Didn't sound right.

MOD. Didn't sound right.

A. Another thing, too. When I have a child... I've taught, when a child doesn't know the word, you skip it and retake them to the period, they'll think about it.

MOD. Uhm-hm.

A. Okay.

MOD. That's one strategy you use...



A. I mean, I know you can't do it here...

MOD. ... in the running record...

A. ... <inaudible>

MOD. ... but you would teach...

A. She probably could have applied that strategy if it was used often enough to conclude what the <inaudible>

MOD. Alright, so now Connie's talking about a strategy for any word that she's having trouble with.

A. <inaudible>

MOD. Skip it and go to the end. That's one thing you do...

A. <inaudible> a lot of words. So...

A. Well, couldn't she have had more meaning <inaudible> to know what the story was about, because...

MOD. Okay, so we're talking about a strategy for teaching her how to hear how something might sound better. You know, she might have been able to... I don't know if "could" is in her vocabulary even, but that is one strategy...

A. Hm.

MOD. ... for teaching children how to read an unknown word. Judy's saying meaning. What's your response to Judy's concern that this child... she's using visual information. Cynthia said that. What is your response to Judy's observation that the child is not using enough meaning when she reads? What do you think about that observation?

A. Spontaneity of the words as going together, like she is doing them singly rather than putting them together and phrasing, so that the words don't mean anything more than just one word in print.

A. When she did the picture walk-through, she... you know, she looked at the pictures, but she didn't use what she saw in the pictures at all for meaning. So it was very weak for her, so she had no idea what the story, really, was about.

A. Well, kisses was cute. I mean, that's...

A. Yeah. Well, I didn't see the walk-through, but I would think most of her <inaudible> because most <inaudible>

A. Uhm-hm.

A. <inaudible>

MOD. Alright.

A. I didn't see that part, so...

MOD. Alright. Bennie, what are you thinking about use of meaning?

A. I don't think she was reading for meaning. And just... she was just sounding words.

MOD. So, she's learned that somewhere. That's got to be...

?. <inaudible>

MOD. I know this first letter. I'll just say something.

A. Yeah.

MOD. But it's not meaningful.

A. No.

MOD. So, you know, in terms of a teaching strategy, when you have that child, for example, in a guided reading group, you would really be focussing that child's attention on things making sense, looking... using the picture when she is stuck...

A. Yes.

MOD. ... and things like that.

A. Absolutely.

MOD. You see how what children do in running records can then target your instruction, even though they may be in a guided reading group, you know that child doesn't use pictures and doesn't use meaning well. So you would teach the same story... you'd have the same story, but your focus might be a little different for those four or six kids in front of you. 'Cause that child needs meaning...

<inaudible>

A. This is a second grader. The first time I tried her out, they should have been on <inaudible> sixteen, is what the baseline was, and I did her on a twelve. And it was a disaster for her.

<inaudible>

A. It really was. It was so frustrating for her and for me...

MOD. Uhm-hm.

A. ... that I just couldn't... it was every other word. It was just...

MOD. Yeah.

A. ... <inaudible> terrible <inaudible> for her.

MOD. But it gave us information... that's good. But it does give us information for our teaching for this child.

A. Yes.





MOD. Now look down on the left hand side of 82, and you'll see... Let's look at the second round of bullets. <inaudible>

A. Okay.

MOD. Let's see what we talk about now.

A. Okay.

MOD. Let's see how this fits with what we've said about this child. What do you think about that second set of bullets and what you do for that child. What are you thinking?

A. The first one, she didn't use any information.

MOD. Uhm-hm.

A. <inaudible> obvious.

MOD. Yeah.

A. So you would focus your walk-through.

MOD. Yeah.

A. Have her verbalize what she sees in the picture, <inaudible> going on. How would you feel about <inaudible>

MOD. Uhm-hm.

A. Would you do the same thing?

MOD. More prediction?

A. Uhm-hm. Absolutely.

MOD. And the second? The next couple of bullets? What are you thinking? One, two, three, four, five. Is this...? One, two, three, four, five. Look at the sixth bullet.

A. One, two, three, four...

A. See, she didn't...

MOD. The sixth bullet down.

A. Uses visual information...

MOD. ... to predict. She's doing that. That's a strength, but then meaning's got to be brought in. Do you see how that is a strength of hers?

A. Uhm-hm.

MOD. She uses visual information to predict words. That's great. Some kids, like <inaudible> were talking about...

<inaudible>

MOD. ... just all over the place.

<inaudible>

MOD. But she knows. Right. She's just at the initial, without the meaning. Do you see how you can have a strength, and it can get in the way if you don't have all the information there that you need to... which is information for the pictures and prediction with meaning. So, again, this is just a teaching implication for this child.

A. So, even with the word <inaudible> "shake" and if you look at the picture, it's so obvious...

MOD. Uhm-hm.

A. ... that they are shaking.

MOD. Uhm-hm. "Things" for "tricks" was a good... actually was a pretty good prediction. You could do lots of "things" she said.

A. What did she say? Did she say "lots"?

MOD. Yeah. She said "little" for "lots"...

A. Yes, I heard that.

MOD. ... "He could do little of things." See, she's not using structure, she's not using meaning.

A. No.

MOD. She's just using first letter. But that is a strength that she's using first letter. Now we got to teach her to read for more meaning. Okay?

A. Doesn't make sense.

MOD. Yeah. So, just... I just wanted to give you a little exercise on how to observe and how that running record really gives you a focus for your teaching your children. Okay? I'm going to move now into analysis. Any questions on that child, or...? Any questions?

A. On one <inaudible> say, okay, like, when they have mistakes, I go back with them, this... right after the warning breaker and show them the mistake that they made.

MOD. A couple of places, 'cause if they made, like, eight mistakes...

A. Yes.

MOD. ... But if you just...

A. ... But, I mean, if it is ending middle sound or ending sound. I tell them, that they have to sound out and pay more attention and...

MOD. Okay, what you can... Okay.

A. ... because this was... what it says here, this is what you say, so it's wrong.

MOD. Alright. This is another idea for you, Bennie. Any of you who work with wanting children to understand inflections, be they, you know, the beginning part or the final part, magnetic letters right by your guided reading group and "ing" is going to be



something that comes up, they left it out. You can actually write on your magnetic letter board, show them "eating". They said "eat," and they should have said "eating." You can use magnetic letters for something like that, too. Or behind. You know, you want to show them "behind," so use magnetic letters to show them "be" is a part you know, and then we'll put the rest on, it says "behind." Read with your finger, now go back to the book and read with your finger. So you can use magnetic letters if you see children having trouble with chunks and word parts, they're very good for the kids we're working with that we have trouble... that we have concerns about. 'Cause magnetic letters are three-dimensional, they're colorful and they sort of remember what we teach them with the magnetic letter in terms of our word chunks you want to show them. So, it's just an idea. Try it. Okay. Any other questions? Okay. We're going to move to analysis of the running record now. Now...

A. <inaudible>

MOD. Yeah. On page 82, they're in there; there's three black bullets here, so you can use this as a reference point, if... after we finish this afternoon, you say, "I really was a little foggy on this. I really need to go back and review..."

A. <inaudible>

MOD. Eight... 92-93, I'm sorry.

A. 92, yeah.

MOD. So, it's just a point of reference for you if you feel, you know, it's kind of... we kind of rushed through it. I want to just sort of think it through and read it over. 92 and 93, you see those three black bullets. They explain what I'm going to talk about now. Those three black bullets. Because when you're analyzing a running record, these are the three areas you're thinking about. Now, before I go to this... the second level of analysis, do you have questions on the first level of analysis, how to compute the arithmetical score of accuracy. Anybody have questions on that. What's the...<inaudible> arithmetic <inaudible> now. What is the formula to get the accuracy rate? Somebody tell us that formula, who was here...? Connie may not know, but someone who was at the last session.

A. Running words...

MOD. Running words...

A. ... over... over mistakes?

MOD. Running words divided by errors.

A. Right.

MOD. The accuracy score. Right. It's running record words divided by errors. That gives you a score.

A. Uhm-hm.

MOD. Now, I had given you this. Connie, I think I have yours in my binder. I had given you this. Okay? And, let's think about what's instructional, what's hard and what's easy. Who wants to take a stab at that? When you get your score, what constitutes this book is easy for this child, I need to... it is really very easy?

A. 92, 93.

MOD. You're close.

A. 95.

MOD. Okay, 95 and up. So you get an accuracy of 95 and up, that means the book is fairly... pretty easy. That's independent reading for the child, he doesn't need your help. Pretty much. Okay? You get a 95 or above. Okay. Bennie, you said the next, which is what? Instructional level, which means that's a good book to teach this child on. Instructional level.

A. 84...

MOD. No, you said... What did you say?

A. Oh, the one that? 94.

MOD. 90 to 94. 90 to 94 is... that's a good instructional level. Anything under 90 is too hard. 'Cause they lose meaning when it's too hard. So anything under 90 -- 89 and under -- is too hard. Frustrational level or whatever you want to call it. So when you do your scoring, you want to hit one of these two. That's where you want to be with children. Introductional or easy level.

A. Okay, I have a question.

MOD. Go ahead.

A. Such as word, "could," when he was doing it in <inaudible> Now, every time she said "cod" instead of "could," that was considered... each one is an error?

MOD. That's right.

A. Okay. So, I mean, even if she got one word wrong, but she got word ten times...?

MOD. Okay, so in terms of the error rate, it's probably going to be down here.

A. Yeah.





MOD. But just one word made her do that.

A. Right.

MOD. So you're going to look more at her behavior, which is the third level of analysis...

A. Okay.

MOD. ... which means she...

A. Okay. <inaudible>

MOD. ... let's say she predicted very nicely, she used meaning, but yes, she called "could," "cod" everywhere and it brought her score down...

A. Right.

MOD. ... in my view, she's still a strategic reader. She just needs to learn the word "could."

A. Okay.

MOD. You see? So it's score...

A. See, that's my...

MOD. You can't stop at score...

A. Yeah.

MOD. ... Score's not enough.

A. Yeah.

MOD. You got to look at the <inaudible>

A. Okay. That's what... Okay.

A. I thought it was being counted as just only one mistake.

MOD. That's for a common... a proper noun. If it's a proper noun, like "mother," or somebody's name, you count it once. So, say "Bennie" was in the story, and everywhere "Bennie" was, the child said "Bill." You only count that mistake once, but that's a proper noun. You only do that for proper nouns.

A. Okay.

A. Thank you. Because I mean, that's an issue that I have.

MOD. It's a good question, because we've got to look at behavior. That's what this is all about.

A. <inaudible> counting that as one. Thanks. Because, I mean, I didn't... I wasn't told that it was just proper names. I was just...

MOD. Oh, no, it's just proper names we count as one. Everything else is an error to be taught.

A. Okay.

MOD. But then we look at behavior and if she did nice strategic reading, we're happy about that.

A. Yeah.

MOD. Yeah. She just needs to learn the word "could." Okay.

A. Thank you.

MOD. Okay, so, look at page... in your, again, I'm going to refer you to the guided reading text, page 90 has the three levels that I just went through. Page 90.

A. Uhm-hm.

MOD. Page 90 has the three levels. And on 91, you have your coding, which you all are doing anyway. Okay? Alright. So, let's think now about the... are there questions on this first level, just getting the accuracy score? Are there questions on that? Alright, I give you a little bit of a challenge. I want you to learn a little bit about this... how to do a self-correction rate. Now, self-correction rate is errors plus number of times they correct themselves -- 'cause sometimes they will correct themselves -- divided by errors. Is that right, <inaudible>?

A. Is it self-correct.

MOD. Right. Thank you, my brain. I'm having a senior moment here. Okay. So it's errors... and he made five errors, and they corrected themselves three times and divided by three. So, it's errors plus the number of times they corrected themselves, divided by the number of times they corrected themselves. It will be eight divided by three which is... who's a math...?

A. Two and two-thirds.

MOD. Two and two-thirds. 2.6? That correct? So... and you just round it off to 3. So the self-correction rate is 1 to 3 (1:3). In other words, for every three errors they made, they corrected themselves one time, which is a very good self-correction rate. Anything under 1:5 and down, is excellent self-correction. 1:6 and up is poor self-correction.

A. Right.

MOD. That's your formula to get your self-correction rate. When our children fix things, try to do your self-correction rate with <inaudible> coming up, as you see them fixing things. Try to compute the accuracy and your self-correction rate. If they do no self-correction, this is the word we use, which means you've got to teach that child to fix some things. "Nil..."

A. Okay.

MOD. ... means he's not fixing anything. So you've got... that would be going back to what Connie said... or what Bennie said earlier, the things you go back to. So, say he didn't correct himself... He knows the word "am" and every time he saw it he read it





as "at". Well, you've got to show... you know this... you know how to write this word "am" and I expect you to use it when you read it. See that's teaching him how to fix work that he knows. If he knows something, he's got to use it when he's reading. That's called monitoring. You've got to teach him to monitor him. You see this with your self-correction rate, it means the child isn't checking on himself. He is not using what he knows or what you taught him. Slow me down if I'm moving fast here. I don't want to move fast. Slow me down, if it's going over. Let me know.

A. So 1:6 and up is...?

MOD. Poor self-correction. 'Cause that means he's read six words wrong, he only fixed it one time. That's not good self-correction. Okay. You all will be the teachers of the people who didn't come... next month, you will be sharing with the people who didn't come today. Because I don't know how else to do it. We can talk about that at the end, because not... this is really a core of our work and so now, we have four people who don't have this information and I wanted to move to something else next month. So we need to brainstorm about how we're going to bring everybody up to snuff. Okay. Maybe that you call them up and tell them all... I mean, I don't know. We have to talk about how we can get other... get people inside this group. Alright.

<inaudible>

A. Send them an assignment.

MOD. I just may do that, Connie. Alright. We're moving to our... Okay. So try your self-correction rate. Feel free to call me at home if you, you know, have issues... you know, you misunderstand some things about how to do self-correction rate, call me at home. So, basically that's just the first level of analysis, it's the arithmetic. Because it's much more than score.

A. Yeah. No, I mean, I...

MOD. To reiterate what Cynthia said, it's much more than just, "Oh, he got this." Which is, I know, where a lot of the schools are, is just do the running record, get the score. "Oh, we've got, you know, five kids that did 90 and six kids did 95," but is that helpful for our teaching? No. It's not helpful for our teaching.

A. Doesn't tell us anything.

MOD. So... But we do need to know that.

A. Yeah.

MOD. But it's not helpful for our teaching. Alright? So, let's move to the second level. We'll do the third level next month. The second level is taking a numerical count of the number of times the children use meaning, structure or visual information. When you analyze the running record and you look at the errors, you are asking yourself three questions. Here are the three questions: Does it make sense? We're back on 92 now. If it makes sense, you circle "M." You're putting this on a... let me put it here...

A. 92.

MOD. ... And <inaudible>

<inaudible>

MOD. You do this. Every line they made an error on, you put the three... you put your three.

A. Uhm-hm.

MOD. Does it make sense? If it makes sense, circle "M." Does it sound right? Is it grammatically correct? So for code, you really wouldn't do anything, but circle "V." Why "V"? Because she used the print. If they use the print in any way, you circle "V." Does it make sense? Does it sound right? Can you say it grammatically that way in the English language? "S." Do they use the print? Does it look right? Those are the three questions. Here they are.

A. <inaudible> bring that up. Because <inaudible> the reason I brought that up there is that that's what tells me <inaudible>

MOD. Yes.

A. He never made any kind of acknowledgement that you asked that question during your running record analysis.

MOD. That's interesting.

A. He never mentioned running record. And I just thought those were three great sentences.

MOD. Ha-ha. You've got them up there.

A. And I wrote it...

MOD. <inaudible>

A. ... I came in and <inaudible>

MOD. ... <inaudible> catching that on our video?

A. I'm running out of letters...

MOD. <inaudible> That's wonderful, Connie.

A. And then, he also said, "Ask children how they learn to read, and they'll tell you this, this



and this." And he said, "You know, the only way you learn to read is by reading."  
So I came in the next day and I asked. Well, they told me, "You go to the library."  
Or... they gave me many...

MOD. <inaudible>

A. ... Clinton didn't have it.

MOD. Yeah.

A. So I just told them, no, you learn to read by reading...

MOD. Yeah.

A. You learn to be nice by being nice. You practice.

MOD. You practice.

A. You learn to play piano, by playing piano.

MOD. That's good. That's right.

A. And so, I put that up.

MOD. Yeah. Well, I'm glad the questions are there, Connie... They're there for you.

A. And I use it for punctuation, too.

MOD. Oh, alright.

A. We ask questions and we have exclamation points.

MOD. Yeah. So when you do the analysis of your running records, those are the three questions.

A. But that's why that's there, not because of this...

MOD. <inaudible>

A. I know, but did you think it was because of running...?

A. I didn't know. I'm just noticing it.

A. Well, from your frame of reference, yes.

A. I'm just noticing it. I didn't <inaudible>

<inaudible>

A. When I came in, I thought it was... you know, this was the <inaudible> reading <inaudible>  
teach their words.

MOD. Isn't that interesting.

A. That's where I <inaudible> and I say to the children...

MOD. Alright. That's great.

A. You know, we reflect. Does it make sense?

MOD. Uhm-hm. That's <inaudible> Alright. So we're all <inaudible> So we're on our second level  
analysis. So what I'd like to do is walk you through. Let's look at... I think it's  
Peter. I have it on the overhead. Okay, everybody familiar with that story, or the...  
text is on the left hand side. Now let's see if we can analyze this together. Look  
over on... where it says "E," "SC." You see that?

A. Uhm-hm.

MOD. On the right hand side.

A. Over here?

MOD. Yes. And this is zero, right? Right in there.

A. Yes. Okay, thanks.

MOD. Okay? Now, I don't want to use... I don't want you to use your book. I'm going to  
challenge you here. So, let's close our... close your books. Just use the sheet I gave  
you. <inaudible> Alright. Right where it says, "E" over "M S V," do you see that?

A. Uhm-hm.

MOD. Put "M S V" right down. Just put "M S V," right across. Wherever there's an error, a one  
for an error, put "M S V" in that box, very tiny.

A. Where? I don't know what you mean.

MOD. Right in here. Put "M S V." "M S V." Right. Straight, wherever you see an error noted,  
"M S V."

A. Uhm-hm.

A. Okay.

MOD. Got that set there?

A. Yeah, but what about the self-correcting?

MOD. Okay, now, when they self... where you see a self-correct, put "M S V" next to the first "M  
S V." Put "M S V" next to the first "M S V."

A. This is how I... the "M S V" there? "M S V".

A. Oh, okay. Okay. I didn't...

MOD. Put two "M S V"s where there's a self-correct.

A. Over here, on this side?

MOD. Yes.

A. Okay, I was writing it all the way down.

MOD. Right next to <inaudible> right next to it. I mean this one has to have two...

A. Two? This one?

MOD. Uh-huh. Whenever there's a self-correct, you've got to have two of these... two sets of  
these. And then she has an error, so you've got to put... a single one for the error.





A. Right here?

MOD. Yeah. Put a single "M S V". This way. Let me show you.

A. I'm getting confused.

MOD. You see the self-correct? So, that's this one. Two of these for a self-correct. One of these for an error. Like you did here, see? So, "M S V". That's for this one. That's to analyze that...

A. She had an error, then she self-corrected.

MOD. Right. So this error, you analyze here. But a self-correct gets analyzed two times.

A. Alright.

MOD. We'll do it together.

<inaudible>

MOD. Put your... see that first crossed out? Put that next to it in the "SC" column. Put it over here.

A. The first one?

MOD. Yeah. What's the first... what's this one here?

A. Oh, self-correction goes on the <inaudible>

MOD. Yeah. <inaudible> here. Okay. Alright. Okay, now, this error has to be enlarged a single "M S V" right here <inaudible> Okay. Alright. Let's do this together. "Get" for "wake." "My dog Willie likes to get." Does that make sense?

A. Yes. In the story, it does.

MOD. Alright. So we circle "M," alright. Circle "M." Does it sound right? Is it grammatically correct?

A. Uhm-hm.

MOD. Alright. That's what you do with "get" for "wake". Questions? I want to move on to the next error. Questions?

A. No.

MOD. Okay.

A. "Get" and "wake."

MOD. "Get" for "wake" is meaningful, structured sound. Now, is there any visual similarity there? Was any of the print used?

A. No.

MOD. No. So then you cannot circle "V."

A. Okay.

MOD. Alright? Moving on. "Friends," then she tried the "N" in neighbors... the "A" means she asked the teacher. She appealed. And then she repeated "N" again, and the teacher told her the word. So, let's see what she did. She said, "My dog Willie likes to say hello to our friends." Someone try that analysis. What do you think? What should be circled?

A. Meaning, syntax...

A. Meaning...

MOD. Meaning. It makes sense.

A. Syntax.

A. Structure.

MOD. Structure. It's structured correct.

A. And she used <inaudible> so <inaudible>

MOD. So you know what you have to do? You have to put another little "M S V" here and put "V" for the <inaudible> Any time they make an attempt, you've got to analyze the attempt by itself. So "friends" is this one, but "neighbors"... the "N" in "neighbors" is this one. You have to do it twice for every attempt. Now we may say, "How would a child ever get to neighbors?" Well, in our guided reading group, we do a walk-through. They talk about the pictures and the concepts. So that's where you're going to get the child to be able to read "neighbors" when she starts to read the book.

A. Uhm-hm.

MOD. Okay. Moving on. "a" for "the". What do you think?

A. It makes structure.

A. <inaudible> structure and it does make sense.

MOD. "My dog Willie likes to go shopping at a store." Am I in the right place?

A. No, the next one above.

MOD. "My dog Willie likes to ride in a car." And what do you think she used to predict "a"?

A. Meaning and syntax. Or structure?

MOD. Probab... It might be structure just alone. "A" is just more common to her than "the." It might be. It's a guess. Now see, we're talking about cognitive process here. We can only take a good guess at what children are using. We don't really know what they actually used. It's a brain thing. (heh-heh). You know? So, it's, like, a best guess is that she might have used structure, or she might have used meaning and





structure <inaudible> "a" for "the."

A. Well, she used "the" on page 1. She got "the" correctly.

A. Yeah.

MOD. Uhm-hm. So you're thinking...?

A. So, I'm thinking it is meaning. Because "a" car... it doesn't have to...

MOD. Okay. That's fine.

A. I'm just trying to...

MOD. Yeah. How to come up with rationale. It could be meaning and structure or just structure alone. It's up to you, whichever one... whichever two or one you want to circle. You call it. And then you would know the child more than a stranger would.

A. Uhm-hm.

MOD. Does she use... does she say "a" for "the" a lot, because structure drives her? Or does she really, you know... is it meaningful for her to say "in a car"? It's up... you would... you know the child, so you would be able to circle "M" and "S" or just "S." Comes with knowing the child, too. Alright, let's move to "shop" and "shopping." "My dog Willie likes to go shop." What do you think, Connie? Let's let Connie try this one. Is that meaningful?

A. No. To some extent.

MOD. <inaudible> you can always...

A. "My dog likes to go shop..."

MOD. ... "... go shop."

A. ... "... at the store." Structure is <inaudible>

MOD. Okay. So, you make structure. She used structure. Does it sound? Do you think that sounds right?

A. No, it doesn't.

MOD. To go shop? Okay. So you don't think she used structure. Likes to go...

A. She knows "shop," but...

MOD. Yeah, okay.

A. ... she probably doesn't know, like, the syntax.

MOD. Alright, so you think she used meaning? It was meaningful?

A. Yes.

MOD. Alright. And, "My dog Willie likes to go shop..." Is that structurally correct? Can we talk...? Can we say it that way?

A. No. <inaudible> not correct.

A. Maybe for her.

A. For her, it might be.

A. Yes.

A. Could be the language...

A. The language

A. Yeah.

A. The language.

MOD. Alright. So, let's put it in there. You're thinking she used structure, yes?

A. She could have.

MOD. Alright. Okay.

A. And visual, she <inaudible>

MOD. Did she use the print to use "shop" for "shopping"?

A. Yes.

A. Yes.

MOD. Yes?

A. Yes.

A. Yes.

MOD. So, look, that's a good error. We call that a good error, when you circle all three...

A. <inaudible> happy mistake.

MOD. ... it's a happy mistake.

<laughter>

MOD. Now, look what she did. She self-corrected. She went from "shop" to "shopping". In other words, she added that "ing" which is the print, so that means she used visual to self-correct. Do you see, you use the first three to analyze your error. You use the last three to analyze how she self-corrected. She self-corrected with visual, with the "ing" part. That's tricky now. But every time in self-correct, you've got to analyze it twice. The error and then why she fixed it. Okay? "Have" for "take". Who wants to try that one? All by themselves? "My dog Willie likes to have..."

A. <inaudible> Again, language could be meaningful for this child depending on her age. Her language that she uses, could be structure.

MOD. To have...?

A. Likes to have a bath.



MOD. Alright, and what about meaningful? Is that meaning, that my dog would like to have?

A. Yeah. Lots of people say, I am taking a bath.

MOD. Okay. Right. Now, let's think about the third one. There is an "a" there, but <inaudible> take a good guess, I don't think she said "have" because the "a" was there. You might agree, but I don't think she did. You see how you've got visual similarity there? You have two "a"s there...

A. Yes.

MOD. ... But I don't think she... I think it was meaningful and I think it was her structure that made her say "have" for "take."

A. Uhm-hm.

MOD. More than that, it has an "a" on the page. Just the way she talks and it makes sense to say "to have a bath." Okay. Alright. So, it's meaning and structure. Alright, let's do "likes" for "loves." Cynthia, try that one.

A. Uhm, "likes" does make sense. Beginning, she's using visual clues.

MOD. She's also using the back part, too. That "E" and "S." "E" and "S" is on the back part.

A. Uhm-hm.

MOD. And visual.

A. And the syntax is... works also.

MOD. Right. So, the... all three are circled...

A. I'm sorry.

MOD. ... So, all three are circled again.

A. Uhm-hm. So it's a happy error, as you say.

MOD. Happy error. That's a good error. Let's do the last one. Now, remember, a self-correct's got to be analyzed twice. So take a moment. Let's see you do that. You analyze that last error on your paper on your own. Try that one. Analyze what she used to say "have" and analyze what you think she used to fix it to say "make." Everybody ready? Alright, Judy, want to walk us through what you did?

A. Well, it has meaning, 'cause you could say, "My dog really likes... loves... likes to have..."

MOD. Uhm-hm.

A. <inaudible> Structure is there. And, well, the visual because the "a" <inaudible>

A. You don't think she used visual?

A. I don't think she used visual. I think she used visual to self-correct.

MOD. Okay. So, over here, you have this one circled.

A. I'd say she used visual to self-correct.

MOD. ... she knows that was a word she knows. I'm saying "have," but that word is "make". That's kind of the thinking that goes on in the brain. I said "have", but I know this word is "make". So they fix it. If they know a word, they fix it because they know a word, you taught it to them, it's on the word wall, whatever. That's visual information. It's a word they know and they realize, "Oh, I know that word 'make'." And they fix it. That's vis... that's using the print. That's using the word. That's using the print. Okay, so now, we've done our analysis. Those three questions. Connie's got them up. That's all we're asking ourselves for each one. The tricky part is you have to analyze any self-correct twice. Why did she make the error? And why did she fix it? Okay, so that would be the two self-corrects that are here. Now, we need to count up what she's using, so down the bottom of your running record - this is the second level of analysis. Let's count the number of times she used meaning on the first attempt. One, two, three, four, five, six, seven. So she used seven... Meaning is seven. She used meaning seven times. So, what I do on my own... because I do running records just about every day, too, is I put seven... she used meaning seven times, count my structure. One, two, three, four, five, six. She used structure seven times. And she used visual, one, two, three... only three times, look at that. On her first attempt. On her second attempt, she is using visual more, but on her first attempt... look at this. Where would you concentrate the teaching with this child?

A. On visual.

MOD. On visual. Teaching her more about phonics. You see? Again, that gives you a focus for your teaching. This is only the second level of analysis. And already we're seeing this child is not using enough of the print, or enough phonics when she reads. She's using her language beautifully, she's making sense, but she's not using enough of the print. Now, that's our second level of analysis, just counting up the... doing the analysis, counting up your "M", "S", and "V"s, and looking to see if you have a focus for your teaching. And if you go... Let's go now over to page 92, you could see... you could compare our analysis with what the book is saying. Okay. Are there questions on either the analysis or the "M S V..." the numerical count on the "M S V." There questions on that? Because that really is the first two levels of analysis, the easiest. The third level I'm saving for next month. That's the hardest.





more challenging level of analysis. But do you have questions on these first two levels of analysis? I think it's just a question probably of practicing, trying it out. Okay. Now look over at Peter's running record. He read the same story. This is <inaudible> going back to Cynthia's point, earlier. Look at Peter's running record. Look at his error rate. What is his accuracy rate?

<inaudible>

MOD. And so is Sarah's. They're both the same. They're both on this instructional level. Look at the self-correction rate. Same thing. But now, look at your running record. Look at Peter's running record. Now look at Peter's running record. Look at all the "T"s. So, who's the worker here? The two?

A. Sarah.

MOD. Sarah... Sarah's really strategic. She's got some phonics to learn about; more about the print. But Peter, he's not understanding that. He's got to reread. He's got to think about the picture. Breakfast is right there in the picture. I mean, your... Peter is not quite the strategic reader we'd like him to be. But Sarah, certainly, is doing some nice things, when she's stuck. No tolls at all in Sarah's. But look what she did even on the one toll... Go back to "friends" for "neighbors." I'm back over in Sarah's...

A. Uhm-hm.

MOD. The toll that... Look what happened before the teacher could tell her the word. She tried "friend," she tried the "N," she did all she could do. She just couldn't read that word.

A. But both Peter and Sarah did "friends" instead of "neighbors."

MOD. Yeah. So they're both using meaning and structure. But Peter's just waiting. He's stopping, teacher's telling him. He's stopping, teacher's telling him. Look at Sarah. The difference, and they both got the same instructional level. These children could be in the same guided reading group and they need different things.

A. Uhm-hm.

MOD. See. But they're saying... they're on the instructional level four... "My Dog" only is a four. So they're on the level of a C-D -- probably a C -- but they need different things from the teacher, because of the running record, their behavior, their strategies on the running record. Peter's got to work more. He's just waiting for teacher to tell him the word.

A. Uhm-hm. Yeah. Running record is very individualized. <inaudible>

MOD. Uhm-hm.

A. <inaudible> the confidence level <inaudible>

MOD. Uhm-hm.

A. ... when they get the self-confidence that they feel they're okay... it's okay to make a mistake.

MOD. Yeah. It's okay to make a prediction, that may not be, you know, correct? But at least it's meaningful. Teacher will not use phonics to get to it the correct way. You see? But he's got to learn it's okay to make a prediction. He's not making any predictions. Not a risk-taker. Sarah's a risk-taker.

<inaudible>

MOD. Okay. So you can see... look at your "Q-U"s, too. Look down the bottom, that second level of analysis. Look at Peter. We're on Peter's. See on the attempts, the three... he only used meaning three times out of five errors, used structure three times, he didn't use visual information at all. You see that?

A. Uhm-hm.

MOD. He's just not... he's not making enough predictions. He's just waiting for teacher.

A. Uhm-hm. Some children, if they wait long enough, the teacher will tell them.

MOD. The teacher will tell them.

A. Oh, yes.

MOD. Sure, and in the running record, they've got us, because we can't teach them. They've got to... you've got to tell them when they don't know the word, so it's... that's why guided reading groups are so crucial, I think. They have... because that's when we do our teaching. 'Cause we can't teach from the running record. Alright. I'm going to... just any questions you have about these two levels of analysis, because that's all I wanted to do with you today, was just review the... our arithmetic, and then introduce you to this counting of the "Q"s and, you know, sort of giving you insight as to how... just doing a numerical count of the "Q-U"s can help you to begin to <inaudible> teaching for children. So, are there questions on these... this information? I mean, any questions. Ask away. No questions. Alright.

<inaudible>

<laughter>

A. <inaudible> keep my mouth shut.

A. Yeah.





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<inaudible>

<laughter>

A. <inaudible> keep my mouth shut.

A. Yeah.



MOD. And teach him during guided reading, whenever he's <inaudible> doing, you know. Make a prediction. What do you think it...? You know, he has to do that during his guided reading group.

A. Yeah. Okay.

MOD. Alright. Now, you had... you brought running records today. Want to take... take those out for a minute. Running records you brought with you today. And take a look at your... take a look at your "Q-U"s, just do that. Just go down and count up your "Q-U"s, so that <inaudible>

<inaudible>

MOD. Just do that. Do that... <inaudible> "Q-U"s, just... but you didn't do your analysis. I guess you'd have to do this part first, in order to be able to do this part. So you'd have to really look at... does it make sense of the <inaudible> your error, you know, what they did on their error, and then count up your "Q"s.

A. Okay.

MOD. So, just for one. Do that just for one each. Try that.

<inaudible>

MOD. <inaudible> analysis?

<inaudible>

MOD. So, now, count... And how many times is she using meaning?

A. <inaudible>

MOD. Well, we've got the <inaudible>

A. <inaudible>

MOD. And <inaudible> self-corrected. So, <inaudible> So used visual, right? Okay. Then <inaudible> using structure. Good. So, now count up...

A. <inaudible> count <inaudible>

MOD. Count down here. Put your... Put "M"...

A. Right.

MOD. Put "M," put "S," and "V." Now count how many times, on your first attempt... the first attempt to use meaning -- zero, right?

A. Oh, okay, the ones I didn't circle, okay.

MOD. Well, I'm trying to think now. I don't know the story, but would it make sense to say "slippery"? Yeah.

A. <inaudible>

MOD. Well, you tell me. Would it make sense to say "slippery"? <inaudible>

A. Yes, because he wiggled and...

MOD. Alright, so then...

A. ... because he was thinking that he wiggled because it was slippery...

MOD. Alright, so...

A. That's the way I...

MOD. Alright. So circle your "M". He did use meaning.

A. Yeah.

MOD. Okay. And would it make sense to "handle", or you just gave him the "H"?

A. <inaudible> "H". <inaudible> visual.

MOD. You think he used the "H"? Okay.

A. He stopped right away because he knew that was wrong.

MOD. Okay. So you said...

A. He knew it...

MOD. ... he just used the "H." That's why you <inaudible>

A. He's kind of a quick child.

MOD. Alright. So he fixed it?

A. <inaudible>

MOD. Now, let's look here. I'm assuming this is a known word. This a word he knows how to read?

A. "Help."

MOD. Yeah. So you see how you'd circle "V"? See...

A. <inaudible>

MOD. ... Because that's what made him change it.

A. <inaudible> more visual.

MOD. Right, more visual. Let's go down here. On his first attempts, how many times did he use meaning?

A. Once.

MOD. Once. Okay. And then, how many times did he use structure?

A. Once.

MOD. Once. And how many times did he use visual on his first attempt? On his first attempt?

A. Oh, okay, I keep looking over here. I'm sorry.

MOD. That's the second attempt.





A. Two. Right?  
 MOD. Visual?  
 A. Oh, I'm sorry. I didn't circle... so it's one.  
 MOD. Well, I'm wondering... It's up to you.  
 A. When he reads...  
 MOD. What do you think?  
 A. ... as he reads, he always looks up at the picture. Goes back and forth. Back and forth.  
 MOD. Okay, so you... there's meaning? 'Cause that's the picture.  
 A. Back and forth.  
 MOD. But, I'm wondering, do you think...?  
 A. <inaudible>  
 MOD. ... the "Y" in "wiggly," and yet, the "y" in "slippery," you don't think he used that at all?  
 A. I just haven't looked at it like that until tonight when you...  
 MOD. Oh. Uhm...  
 A. ... drew my attention to that.  
 MOD. I'm wondering if he used... Is he using all three there? See, I think "slippery," "wiggly," I think he might have used the "y" because he knows it makes the "ee" sound.  
 A. So he could have used the <inaudible>  
 MOD. Uhm. I think he might have used all three on this one. Let's just take a guess.  
 A. <inaudible> good guess.  
 MOD. So he used visual how many times?  
 A. Two times.  
 MOD. Right. Okay, now, let's look at this. Meaning once, structure once, and visual twice.  
 A. One I'm looking at <inaudible> I know that I...  
 MOD. One, one, two. Are you satisfied with that tally for "Q"? Is there anything you wanted to use more in his first attempt?  
 A. No.  
 A. Is that child English as a Second Language?  
 A. <inaudible>  
 MOD. Well, if he made two attempts and he used visual <inaudible> "V" circled...  
 A. <inaudible>  
 MOD. ... you want him to use what? More visual.  
 A. Yes.  
 A. Because he's trying to <inaudible>  
 MOD. Look here.  
 A. <inaudible>  
 MOD. So he used meaning once. So, here...  
 <inaudible>  
 MOD. Okay, what did you find about your student, Cynthia?  
 A. Uhm, truthfully?  
 MOD. Yes.  
 A. He waits for me to... he just waits for me to tell him. He asks.  
 MOD. He waits for you to tell him?  
 A. Yeah. Yeah. He doesn't...  
 MOD. He appeals?  
 A. Yeah, he appeals, but, like, on a level which I did wrong and...  
 MOD. That's okay.  
 A. ... I realize that.  
 MOD. Yeah.  
 A. Uh, the levels I did 92% and 83%. They should be down a level.  
 MOD. Okay.  
 A. The 92 should be the...  
 MOD. Uhm-hm. That's fine.  
 A. ... instructional, and it's too hard. But "My Dog Willie." But, such as in the instructional one, the word "wait," I think he got wrong five different times. But still, it's...  
 <inaudible>  
 MOD. Let's see. So maybe that "A-l" chunk, he needs to learn about the "A-l" chunk <inaudible>  
 A. You know, I mean, it's the same.  
 MOD. Yeah. So, teach him the "A-l" chunk... he needs to learn more about the "A-i" chunk...  
 A. Right.  
 MOD. He also needs... you know what else he needs to do, and probably this other one, too, when they're stuck, they've got to reread. I would teach that first.  
 A. Okay.  
 MOD. When you're stuck, before I give you any help, you've got to reread. But you can't teach that in the running record, you'd have to teach it in your guided reading group.  
 A. Right. I've got... Well, we were doing running records the other day and <inaudible> couple





of my children, and I was told, "You cannot keep those when the child went to the next book." I said to her, "Now, before we even think about reading it, make sure you look at the whole picture, the pictures and the words."

MOD. Uhm-hm.

A. And I was <inaudible> you can't say "word" to the child. Because you did so much better, because I said, "Look at the picture and look at the word before <inaudible>"

MOD. Before she started to read. That's fine... as long as you didn't say it during the running record. That's fine. Someone tell you not to do that?

A. Yes. Thank you.

MOD. That's my opinion. That's my opinion.

A. That...

A. When I did <inaudible>

MOD. Fine.

A. I never said <inaudible>

MOD. Okay. So, he's great. Okay. So...

A. Oh, he's a nice little boy.

MOD. Alright.

A. So I have... this is it.

MOD. "Hands can handle." Ach! "Hands can handle"? Oh, I think he used all three.

A. Oh, okay.

MOD. What do you think? Hands... The sentence is...

A. Hands...

MOD. ... "Hands can help..."

A. ... and you can see how that...

MOD. "Hands can help to mend a rip." The child said, "Hands can handle..." Meaningful, structural? Structured correct, and visual?

A. And visual. <inaudible> All three.

MOD. All three. I think he used all three.

A. Great! Positive error.

A. Yeah, he's good.

MOD. Yeah. So he did use all three. <inaudible> but he's using meaning. He's fine.

A. <inaudible> good try.

MOD. I'd give him something a little harder next time...

A. I am...

MOD. ... <inaudible> through this.

A. ... the way he's going.

MOD. Yeah.

A. He is <inaudible>

MOD. He's great. "Handle" for... That's wonderful. And then he fixed it. He fixed it to "help" which is a known word.

A. Oh, nice, okay.

MOD. Yeah. So, he fixed it. Which would be visual for your last part. For this one, you'd circle only "V." I mean, for this one here.

A. Yeah. Okay.

MOD. Only "V." Because it's the print that he used. He used the print to fix it.

A. Okay. So <inaudible>

A. Just use "V"?

A. Yeah.

MOD. Right?

A. I'm not sure, because I don't see it, but when he saw the word and he maybe read the rest of the sentence, did he say, "Wait a minute, that doesn't make sense"?

A. No, he didn't say anything like that.

A. Oh, <inaudible>

A. He just...

A. He just fixed it right on the spot.

A. Oh, okay.

A. He just fixed it. He never stopped to say, "Gee, that'd make sense."

A. Okay.

MOD. In his mind, he is using meaning and structure.

A. <inaudible> guided reading, I often... if they make a mistake, I'll ask, "Does that make sense to you?"

MOD. That's great.

A. I mean, I can go <inaudible>

MOD. Well, that's what we need to be... Sure.

A. <inaudible>

MOD. Not there. But, I mean, that's what you want to be doing in your guided reading...



A. Right.

MOD. ... especially for kids wanting to use the meaning.

A. Yeah.

MOD. Bennie, tell us about your children.

A. Well, mine...

MOD. Or one of them.

A. My child needs a lot of ending sounds. And one of the things that I have found with her is that there is a word in Spanish, "dijos," and she kept saying everything, every time that she saw that word, she said "lato" which is nothing. I mean, there is no such word in Spanish as "lato." And, at the end, I asked her, "What's that?" She said, "lato" every time that... for dijo. And lato is not a known form... nothing...

MOD. Hm.

A. ... but for her, and she couldn't explain it, why she said that. But, there were other mistakes that she had was ending sound.

MOD. Well, she's not using the print on the end.

A. On the end.

MOD. Okay. So, in other words, they make sense...

A. Except for that particular "dijo" word.

MOD. Oh, okay. So her predictions are meaningful?

A. Uhm-hm.

MOD. Okay. Alright. Judy?

A. Well, I did this... you know, the same girl three times and I went to a real easy level to give her some self-confidence, and she got five errors, but two of them were tolls and she wasn't working. And one of them was an omission. And she got two meaning, two for structure and one for visual. But, as I went up to another level a few days later, to level eight, she got fourteen errors, but she self-corrected five times with no tolls and she did go up to nine meaning, nine structure, but visual was still fourteen. So she's still using visual...

A. Too much visual.

A. She's still... but she's getting better. She's working harder. She's re-reading...

MOD. Yeah, no tolls, and she was meaning words.

A. No tolls. So...

MOD. That's good.

A. And, also, in the next one, she didn't have any tolls either. She's doing more of her work. So, she's starting to get confident, so she's starting to reread and she's self-correcting more.

MOD. Is this the same little girl we saw on the tape?

A. Right.

MOD. Yeah.

A. How nice.

<inaudible>

MOD. Okay. And I'd have her talk more... as Connie said earlier, have her talk more about those pictures. Really get her predicting from those pictures when you work with her.

A. That's right. I go into the class; I don't have her... I have a group and I <inaudible>

MOD. She's not in your group?

A. Well, sometimes she is, sometimes she isn't.

MOD. Oh. Well, maybe you can get her in, you know...

A. ... <inaudible>

MOD. ... you really teach her to get the information from these pictures more.

A. Uhm-hm.

MOD. Okay.

A. But she's doing more work and she's getting more confident, so... and she's rereading. She's starting to pick up. So, hopefully...

A. Right.

<loud vacuuming noise in background>

MOD. Great. Alright. Look final comments from people, because I'm... I think we're just at the end here. But any comments from people? Any confusions you have? Anything you want me to re-explain? Or review? How are you feeling about this analysis stuff?

A. <inaudible>

<inaudible>

<laughter>

MOD. Yeah.

A. Is that what you <inaudible>

MOD. Yeah. It's a window into the child's... but I think <inaudible> calls it a window into the child's processing, because it is like a window.





<inaudible>

MOD. Any other comments?

A. It's very powerful. I mean it really is. It's, as you say, it really zeros in on...

A. Exactly.

A. ... their strengths and their weaknesses. Gives you a good look, and hopefully the classroom teacher would be able to... I'm not a classroom teacher, but be able to <inaudible> This will really give them strategies to work on and <inaudible> saw the two same running records and how different they are...

MOD. Yes. Yes.

A. ... and that's the connection, because the teacher has to allow for those weaknesses and teach to those points.

MOD. So, for next month, we'll be moving to that level. We'll be reviewing this and then moving to the level of looking at behaviors. The rereading, the checking... really looking more closely at behaviors children use to target our instruction. This really is still around numbers and so forth, and we really want to look at behaviors. Like we said, Peter is kind of a lay-back, less strategic reader than Sarah. Well, why is that? We'll talk more about that next month. Why is that? And what we could do in our teaching to get Peter to be more strategic. What could we say or the props we could use, that's where we're moving with this. This is the final, most... the highest level of analysis. But these... you think these two... are these two fairly easy, you think, to compute the score and to do this? You think it's complicated? Are you thinking it's... What are you thinking about that? Complicated for you?

A. Not yet.

A. I just <inaudible> practice, right now, in the <inaudible>, but as you go on, keep practicing <inaudible>

A. <inaudible>

MOD. <inaudible> and reviewing. Okay. Alright. Now, the thing I want to point out to you is your four colleagues who are not... I knew one person wouldn't be here. But, your other three, what do you propose we do? I just want to hear from you, because obviously this was at the core, a lot of information that I shared tonight.

A. I know that I've done a lot of work <inaudible>

MOD. Uhm-hm.

A. They may have a <inaudible> so, I don't know. It's more or less a review for me <inaudible> they were heavily, you know, attendance-wise <inaudible> may have already.

MOD. Two of them are in reading recovery buildings. They're probably... you know, be in touch with that reading recovery teacher to sit down with them <inaudible> they can do it on P & D or something. One person is not, so we'll have to do something about her. But, two of them, certainly, are in school <inaudible> reading recovery skills. So, I'm not... My point is, I'm only going to review what we did today, and move on to the third level of analysis. I'm not going to sort of rehash what we did today, 'cause people <inaudible> only fair to you all... <inaudible> Okay? So, if you would, for next month, just sort of review, like Connie said, we need to... So, practice on your children, doing both levels of analysis, so when you... running record next month, do the arithmetical scoring, your self-correction... you know, the self-correction rate we talked about, and then do your analysis and count up your "Q-U"s. Do that, those two levels of analysis on both kids and we'll talk about that when you come and we'll talk about the final level of analysis and move towards -- Okay, what strategies? What props? What do I say? That's where we're moving to. We won't move to that probably 'til our February session, <inaudible>

A. <inaudible>

MOD. I know we have a January. Do we have a February session? No. In March, we'll be getting more in. We'll start thinking about prompting and language, but more to March, we'll get into Teaching for Strategies. So, if you feel like... this kind of under control, you can kind of preview the Teaching for Strategies chapter in here. Okay. So, review using running records...

<vacuum off>

A. <inaudible>

MOD. ... preview...

A. <inaudible> the <inaudible>

A. January 19th.

MOD. Uh-huh.

A. January 19th.

MOD. January 19th, we're going to be at <inaudible> place.

<inaudible>

MOD. I changed that. Didn't I give you the new one?

A. No.





MOD. Oh, it's not the Kilmer. It's going to be at the Sarah Greenwood.

A. Can we get directions?

MOD. I will, just like I did before. I will mail them to you.

<inaudible>

MOD. It's a Wednesday?

A. It's a Wednesday, yeah.

MOD. Okay.

A. <inaudible>

MOD. Yeah, I think they're all... Are they all Wednesdays, Judy?

A. Wednesdays, yeah.

MOD. Uhm-hm. It will be at the Sarah Greenwood.

A. Okay, so...

MOD. Okay. We're leaving now.

A. That's okay, I'll come back.

MOD. Okay. So...

A. January would be...

MOD. January will be the Sarah Greenwood. Do your two levels of analysis on both of your children...

A. Uhm-hm.

MOD. ... and reread the "Using Running Records". Do any of you have the observation survey built... the brown one? It's got a brown cover.

A. I believe I do.

MOD. I think most of you should, because it's required. Actually, it's required <inaudible>

A. <inaudible>

MOD. Yeah, that one there.

A. Yeah. This one.

MOD. Yeah. There's a wonderful chapter on running records in that book.

A. Okay.

MOD. Okay. On analysis and all <inaudible>

A. Okay.

MOD. ... and then, preview, if you want to... preview the Teaching for Strategies chapter in here, 'cause that's where we're headed. Alright?

A. Okay.

MOD. Strategies. Teaching for Strategies. Thank you so much. Okay.

A. Have a nice holiday.

MOD. I want... One minute. From each of you, we'll start with Judy, sort of, as you think about this session today, what goal or what do you have in your mind that you want to work on, based on this session today? Just real quick... a minute.

A. What do I <inaudible> What do I...? Uhm, to focus on the child's needs, as much as I can. I don't have her every day. You know, I don't have her every day, but I think I could make a difference... Looking at the analysis, doing it and giving her something to work with, to problem-solve, because I've seen her start to work and gain more confidence, and I think it will be very positive.

MOD. Alright. So in terms of a finite focus, where would you say you go with that child? Based on what you just told us earlier, what would it be? She said she's getting better, so what would you work on? Say, if you had her tomorrow, one-on-one, what would you do with her?

A. Try to have her reread more, self-correct... meaning. Develop the meaning. I really have to <inaudible> meaning with her.

MOD. Okay. Okay. Great. Okay. Okay, Bennie?

A. I would like to practice this and <inaudible> also would like, with that girl that I told you before, that I have to... even though she wants to be on level five, let's say, I have to make her believe that she's on level one.

MOD. Yeah, and try that match... that matching exercise, try that one.

A. So, I'm going to...

MOD. Yeah.

A. ... well, I mean... because she love to read, but...

MOD. Yeah, she's got to match. That's the first thing. If she's moving left to right with her eyes, and she can do that, and she's got to... the second thing she's got to do, she's got to learn if there are four words on the page or <inaudible> four things. So <inaudible> for her?

A. These two words <inaudible>

MOD. Yeah.

A. <inaudible>

MOD. Okay.

A. <inaudible>



MOD. Okay.  
A. I'm going to start him on level eleven tomorrow, even though it's... He's very enthusiastic.  
MOD. Uhm-hm.  
A. Because I gave you the background. The mother came up and we had a meeting and he just feels that we're on his side.  
MOD. Yeah. It's wonderful how he read that book and I agree with you that <inaudible>  
A. I introduced you to him one time.  
MOD. Yes. Yes. It's wonderful.  
A. He's just...  
MOD. It's great.  
A. ... looking for validation.  
MOD. Move him up a level.  
A. <inaudible> move him up.  
MOD. Yeah. Great. Level eleven is what? Do you know the letter? Is that like...?  
A. Level eleven is the...  
A. This is an E. I checked it.  
MOD. That's E. That's E. Okay.  
A. So he's practically into first grade.  
MOD. Wow. Or is it G? Is G first grade? F, G?  
A. F, G.  
MOD. Yeah.  
A. G.  
A. I went up ahead, just to see.  
MOD. And this was a kid that you had concerns about?  
A. Well, they had concerns in kindergarten. <inaudible> behavior.  
MOD. Oh, wow. Uh-huh.  
A. And first month, he was a handful. A handful and a half, to be exact.  
<laughter>  
A. And he just <inaudible> ... "No Stephen, it's not allowed." And I kept getting mixed up because he's an identical twin, and the twin's name is Steven, S-T-E-V-E-N. And if you saw his name, S-T-E-P-H-E-N, you would say, Stephen, too. So, I had to keep saying, Stephen... it was just confusing. You know. And I have him sitting right in front of me. That's what I usually do. That's my strategy. They sit in front of me, not down in back. <inaudible>  
MOD. Good.  
A. They're all up front.  
MOD. Glad to hear it.  
A. Even Alice is up front.  
MOD. I want you to talk a little bit about your room, just for a few minutes, after Cynthia tells us what she's <inaudible> goals set... set from this session. What do you think?  
A. I think that maybe I want to work a little bit more on... like phonics with him, like, vowel combinations, because I think he has it, but he doesn't have enough confidence so he waits and knows that <inaudible> will tell him, if he waits long enough. And, you know, after thirty seconds, I'm saying, "Alright, do I tell him now or do I..." You know, wait for it, you know, do you need help or, you know, he'll just look at me and go, like, "Hi." You know, and I'm, like, "Alright, Jonathan." You know. So, I just almost more or less need for him to understand and if it's one word that I know that <inaudible> you know, if it's one <inaudible> he needs <inaudible> meaning.  
MOD. Yeah. But in... along with the meaning, he's got to do some work before you tell him. So even in the guided reading group, he's got to reread. He's got to do something before you even tell him anything.  
A. Right.  
MOD. You're stuck? What do you need to do? We talked about that. Because, going back to reread will help with the structure, to sort of bring the structure and meaning in... Yeah...  
A. <inaudible> keep on saying, "Does it make sense?"  
MOD. Yeah. And, you're stuck, what do you need to do? We talked about this. You don't help him until he rereads.  
A. Uhm-hm.  
MOD. ... and tries something. You have to do that.  
A. I know. You should see...  
MOD. You have to do that.  
A. ... I talk all the time. I'm like, "No, not me." You know, I have to close my mouth. You know.  
MOD. He's got to work. He's got to do something. I mean, you'll help him out if he does something. But he's got to do something.



A. Yeah.

A. He's trying real hard.

MOD. Yeah.

A. Because he really wants to be positive, so...

MOD. And once you get match under control, same thing. You've got to teach them to do something when they're stuck. But match has to be brought under control  
<inaudible>

A. re doing money, <inaudible> personal reporter. It's structured like that. It isn't loose at all.

Okay. But we move around. And they love it.

MA. And I walk around and monitor...

MOD. Well, thank you. Thank you all.

A. Okay.

MOD. And take... <inaudible> It's just a little token... it's not very much, but it's...

END OF VIDEOTAPE RECORDING





JANUARY, 2000  
GROUP SESSION  
MARYANN JOHNSON

\*MAJ: What I would like to do today is review. There are three levels of analysis for the running records. I want to review the first two that we had last month and then we will get into the third level of analysis, which is the problem solving and the kinds of strategies you seem to be using. Then, I won't see you next month, but I will be sitting with each of you again for an interview, like a mid-project interview and then in March and April we will get into teaching for strategies, what do I do and what do I say when a child hasn't done a particular strategy, hasn't used is not using me, what does he think I can do and say. You can just add to your repertoire because you are doing these things, but again I just want to show you some more things you might do for children, especially the children you are concerned about, to help them learn more about strategy use. In March and April we will be learning more about teaching for strategy.

Today we are still on analysis, to analyze what kids are doing and then in March and April we will look more towards how do I teach now for what the child appears to need, what can I do and what can I say. With the knowledge that you already have, I am sure that you have ideas that you could share with one another at that point.

Okay, so let's review the first couple of levels of analysis, what is the first level of analysis, what basic level of analysis is that first level. We will be doing a first level of analysis.

GRP: Possible with math, I could find out the accuracy of it.

\*MAJ: Arithmetic.

GRP: Um, hm.

MAJ: And what is the formula?

GRP: Um.

MAJ: To get the error rate?

GRP: Oh, number of words divided by errors.

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\*MAJ: Ok, that is it. It gives you an error rate. And then you chart, many of you have the chart, and you can check the ratio and that will give you the error rate.

can check the ratio you have that

GRP: Um, hm.

\*MAJ: OK. Now, the self correction rate is how many errors the child made, let us say she, and she fixed it, so that is also important. How much is my child, my student, fixing things. That is the self correction rate. That is monitoring or checking. Who wants to take a stab at how to get, how to compute the self correction rate. How do you compute the self correction rate?

GRP: Errors.



\*MAJ: Somebody else please.

GRP: Errors plus self correction over self correction?

\*MAJ: Yep, OK. Let us think of the three levels, we have hard, some books are hard, some books are at the instructional level and some books are easy, lets think about what percentages now. What is the recommended level for some thing to be considered hard? What is the percentage?

GRP: The low nineties?

\*MAJ: Yep. OK. 89 and down. What about instructional?

GRP: 90-95. 94.

\*MAJ: OK and the easy level.

GRP: 95-100.

\*MAJ: OK, 95-100 so when a child reads at any of these levels this says it is too hard. 89 or below says it is too hard. When you compute you do your computation and then you will know that is just right for the child to be learning some information, learning some new things at the instructional level.

GRP: OK.

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\*MAJ: And then this level is easy, but this can be tricky, because they may read something easy, but we will talk a little bit about fluency, it should be very fluent and word by word and the recommendation is that you have to start reading at the easy level and you may want to stay at that level and not go to the next level until you get the child more praise. We will again talk about the methods that you use, that I use, to help children get more praise when they read, even though they may be at an independent easy level, you still want to praise them before you push them to the next level. Because good readers read meaning so we don't want them reading at an easy level text.

GRP: Comprehension is important because sometimes they read but they do not understand what they are reading and that is easy.

\*MAJ: OK. So is everybody clear on the different levels, how to compute your error rate and how to compute your self correction rate. Everybody clear on that? OK.

Level 2 - how do we get that? How do we get to the second level of analysis?

GRP: MSV?

\*MAJ: After you do your analysis, what are the three questions? Lets review the three questions and circle M, S or V. OK. What are the three questions you are asking yourself to do that to circle M when you do your analysis?

GRP: Does it make sense or something like that?

\*MAJ: Can you give us the second question. Why do you circle S when you do the analysis, why would you circle S.

GRP: Because it sounds right.

\*MAJ: Yes when it sounds grammatically correct. Can we say it that way.

GRP: Ok.

not OK



\*MAJ: There are several questions you can ask yourself, it doesn't sound right, or would somebody know what you mean by that, so it may be safer to say can we say it that way. They might say yes anyway.

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GRP: Yea. For them it does if that is how their parents talk, so yea. First graders are one of the biggest problems I have they will say, my mother says it that way.

\*MAJ: Ok. What your mother says or what I say, you might just say that way. Alright and what about V, what is the question we ask ourselves?

yes, but we don't say it

GRP: Does it look right.

\*MAJ: Any of the print on the page, any of the print on the page what we have to do is picture, that kind of confuses people they think that circling V means that they looked at the picture, but it has nothing to do with the picture. It is the print on the page. If they use any letters of the print on the page. That is your analogy. Now lets say you have done all of your circling, you have asked yourself the questions and you count them all up and you write down how many times each letter was circled, how many times was M circled, how many times was S circled and how many times was V circled. That gives you more information about your child. So lets take a scenario. Suppose you count you do your MSV and you count them up and you see a child that looks like this. In other words you have used meaning and structure 12 times and you used visual information twice, what kind of teaching will this child need from you. Visuals say more about that. What do we mean by that - visuals. What does he need from you.

GRP: He needs to know to look at the whole word and not just part of it or just not leave off the endings.

\*MAJ: Part what is that, what is it that we teach, we all do it?

GRP: Phonics.

\*MAJ: Yea, that is phonics. This child is using the instructions and predicting very nicely. Within his own oral language, he is not using phonics, he needs phonics from you. Whether it is words or chunks or clusters, that is what he needs from you, OK. OK, lets take this child, here is another scenario. What does this child need?

GRP: Structure?

\*MAJ: Any ideas.

GRP: Meaning?

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\*MAJ: Structure and meaning, somebody else? What are you thinking about this child's profile, what are you thinking that this child needs in terms of teaching

GRP: Phonics if it is visual. It doesn't look right.

\*MAJ: You think phonics.

GRP: He's using visual right.

\*MAJ: Yep.

GRP: He's not using structure because he is at zero.

\*MAJ: Yep, he made eight attempts, OK, he made eight attempts and





out of his eight attempts he used meaning twice and visual six times.

GRP: And he is not using structure.

\*MAJ: He is not using structure at all.

GRP: So he needs language development.

\*MAJ: Probably, yes, but he also needs..

GRP: Them to come together, I call them married partners, they come together.

\*MAJ: So you would probably like him to use meaning and use pictures more and predict more so your not as worried about visuals. You want him to use visuals, but he does not use meaning enough.

GRP: OK.

\*MAJ: This goes back to our theory about what meaning is, it is about the reader. Good readers use meaning. This child is not using meaning. When we introduce books to this child and work with reading with this child, he needs to be tuned into pictures, and things making sense, predicting what he thinks may come next and what do you think this picture is telling us, that is what this child needs. This child was using meaning very nicely.

GRP: OK.

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\*MAJ: Now that is the second level of analysis. In your own words explain this level to me in your own words talk about this. How this level of analysis helps you when you are teaching children?

GRP: Level 3 or 2.

\*MAJ: This level. In your own words.

GRP: Could you repeat the question?

\*MAJ: In your own words, tell us how this level helps in our teaching.

GRP: I think I would determine the level that you would select.

\*MAJ: OK, good. Also, I think if the child doesn't get more meaning, then the text choice would be your exercise.

GRP: Very high interest with the pictures that would just draw the child's attention.

\*MAJ: Yes.

GRP: And probably would motivate him too.

\*MAJ: Very good point, excellent. He could be driven by this.

What books you choose for that child. We are talking about the second level of analysis ladies.

GRP: And probably would offer him more practice.

\*MAJ: Ok. Judy and Jill take your coats off and relax.

GRP: The guard came with a key, we were ringing the bell and ringing the bell. I didn't hear the bell.

\*MAJ: Alright, Cheryl do you have questions about Level 1 or 2? Basically we learned this last month, we are just doing a quick review here.



GRP: So these are the levels of...

\*MAJ: This is the very basic level which does not give you much more than a number.

GRP: Um, hm.

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\*MAJ: It doesn't give you information for your teaching basically. It just tells you that I have 8 kids, four on instructional level B and 10 kids on instructional level C, that doesn't tell you very much about the teaching. It tells you where kids start and then if you do your running record it tells you where kids are in terms of level, but it doesn't give you a whole lot of information for your teaching, this first level. And that you are like a research and development team at the school getting you a running record to get the error rate, but you don't go any further than that it doesn't give you information for your teaching. I am trying to get you to understand that this level, this level for sure, gives you direction from your teaching when you have a reading group.

OK. This is the third level we will talk about a little bit and we will also talk about fluency. As I said earlier before some of you came in, they can be at an easy level when you give them a running record, but you need to teach them fluency before you move to the next level. Because good readers read fluently. We teach that, because that is what they need to read accurately. We teach for that.

OK, alright. We are going to talk about this today, the third level, which is problem solving behavior and I have a little something I want you to do. Could you all move in next to each other. OK. Under oral reading and strategy you see 1, 2, 3 big separations, categories. This is our third level of analysis. These are the kind of things we are looking at when we talk about a third level of analysis and someone with a running record. This is at the core of our work with the running record.

OK what I would like you to do is whenever Nicholas makes a prediction, make a notation. I have given you sort of things to look for. We are at the third level of analysis now, those of you who were here last month got the first two. We reviewed the first two levels and now we are talking about the third level of analysis which is the actual problem solving behavior which we see children using and the strategies we see them using.

On the bottom, I want you to note that when you see Nicholas doing any of these things, note it on your scrap paper, then we will talk about what you saw him doing and then you are at your third level of analysis. What do you see him doing, what are his predictions looking like what made him do that. This is the third level of analysis and what he is not doing, is what you teach. OK. So

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it is more involved than this for sure its even better than specifically what phonics he might be reading. Say he is not using phonics you can tell by his behavior what phonics he might have to learn. So specific behavior vs. kind of general behavior here that he might display.

GRP: Is it usually a short sentence?

this because you going to teach





\*MAJ:Yep.

GRP: And she said is used most of the time.

\*MAJ:Right.

GRP: So what you know how do you account for that, I guess you would have to count it as an error.

\*MAJ:It's an error because it is not what is on the page, but he is using structure to predict that. He is using structure. He may be just learning. What I am thinking is that he probably did know the word, but after the quotation mark. The next time we will have to go over a few of these kinds of running records rather than anticipate say what he said it will have meaning when I ask him. What else did you notice in terms of behavior? What else did you note that he did with difficulty?

GRP: There were some words he worked on alot, but then on the last page he knew all the words and he was very comfortable and all of a sudden they came together.

\*MAJ:So you felt he was more fluent on the last page?

GRP: Right because he knew every single word and he felt good about it.

\*MAJ:Or maybe the story came together him and by the last page he knew what was going on in the story which enabled him to be more fluent, because he knew more about the story. Then he was able to predict and be fluent because he knew more about the story. OK. Alright, what else? So you notice he wasn't as fluent to start off word by word.

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GRP: He did a lot of pausing in his reading.

\*MAJ:He did alot of pausing, what we do we call that. That is a reading behavior. What is that called. Not you Judy. What is that when children pause. That is good reading behavior there is a word for it. What do you think?

GRP: They are reflecting.

\*MAJ:They are reflecting they are monitoring and Nicholas did alot of nice monitoring. He knows what he doesn't know. That is excellent reading behavior. That is monitoring. I like the way you stopped let me help me fix that do you see how you go back because they have stopped. Some kids won't stop they don't know that they don't know. So you see, that is excellent behavior, that is a place to start. They have to know that they don't know. That is monitoring. Then we can show them how to fix it. Let me teach you that worksheet. That could be one of the teachers. OK anything else you notice about what he did. We discussed that he looked at visual information. Anything else on this sheet that you notice he did?

GRP: I checked the rate that he read at.

\*MAJ:Slow rate. OK. Anything else he did with difficulty besides monitor or pause. Anything else he did with difficulty:

GRP: I thought that some of his waits, some of his pausing, started out monitoring and then started developing waiting.

\*MAJ:Um, hm.

GRP: Tricky to draw the line.





\*MAJ: When he stops he is monitoring. Well that is on the running record that gives you information for your teaching because you have to look at why he stopped and teach him what he did not know. Teach him something about what he stopped at but didn't know. You can't do that in your running record. That was great teaching because you draw the picture, but do that after they read the whole thing. Now go back and teach him.

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\*MAJ: Any other observations about his reading?

GRP: I am not sure I understand the answer to what Karen said about when do the pauses become monitoring.

\*MAJ: I think whenever they pause they are monitoring. Now if you things and they are not fixing it, now they are not active problem solvers and you have to have a conversation. We talked about this. When you have taught them, they know they how to do it, they have done it weeks before, yesterday, but they are not doing it today you need to have a conversation and talk about this. You need to put your finger in. But if you have not taught him this he is monitoring, but he does not know what to do. You have to teach him how to put his finger in. You see there is a difference. If you have taught him, call for it, but talk a little bit more about what he needs to do because you taught him. If you had not taught him then you can't expect him to do it. But whenever they stop it is monitoring, but they know they do not know. The question is have you taught him to do whatever it is he can't do. If you have taught him, now call for him to do it. Teach him, teach him what it is that you want him to do.

taught them how to fix

*Must reflect after just*  
GRP: Are they monitoring themselves.

\*MAJ: It is monitoring, when they stop they don't know something. They know that they do not know something.

GRP: I thought that monitoring was more them thinking and using some strategy.

\*MAJ: For a child to stop, shake his head, any sign of uncertainty is monitoring.

GRP: Um, hm. They can be appealing also. They pause and they are appealing.

\*MAJ: You have to decide what is a good wait time. If you know that this is a child who needs a little bit more wait time, then you give a little bit more wait time. If it is a child to whom you are just teaching him some things, then you go back and teach him or reteach him what you taught him. You have to know your child to know how much wait time to give.

GRP: But also this may be behavior depending on the running record. I don't want to wait too long.

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\*MAJ: When you do a running record you are only able to give totals, or you can say try it. If they stop and say what's that word, what's that word, you can throw it back to them and say you try it and then tell him if he tries it and can't get it, or if he just sits there. You have to tell him because time.



GRP: You have to tell him because if the word is repeated.

\*MAJ: If the child stops you have to tell him, if they stop you have to tell him the word.

GRP: Because you are not teaching. You can't teach.

\*MAJ: You can't teach during the running record.

GRP: What if they keep reading it wrong. They don't really stop and ask for help. They keep reading it, but they keep reading it that same word and it's a name.

\*MAJ: The name counts once. If they read Moto for Mother five times it would only be wrong the first time. That's a proper noun.

GRP: But another word would count each time.

\*MAJ: Yes. Can't for cannot five times is five errors, however teach them about contractions. That is what you have to do. But it counts as an error each time. Teach them about contractions that should teach them. OK now. Any other questions. That is pretty much the third level of analysis. That is the third level, you have your third level. You have looked at behavior. Based on this reading for this child where would you go next for your teaching of this child. What do you think he needs? If this was your child what would you give him in terms of instruction.

GRP: I would be teaching him more about the middle of the words.

\*MAJ: Teaching him more about phonics?

GRP: Yea. The next step is early.

\*MAJ: Is he reading at that level now?

GRP: Well I tell you... Just from one level to another... So he reads with meaning, but ...there were so many words he didn't know and he wasn't about to let me know that he didn't know because he wanted to read at the same speed. (laughing). This is not normal, you know, that I am

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teaching his level constantly, because he is challenged. He knows so much, but I am not sure what he doesn't know.

\*MAJ: OK, so I'm going to just sort of summarize, because I want to take up to something else right now. I think that the consensus here is that this child probably needs to get singled out for the fluency and also a little bit more about teaching from the picture. I would think also possibly hear what the child is reading.

GRP: OK, I understand what you are saying in terms of the meaning and fluency, but in the case where he is going through and is not reading accurately because his eyes are really not focusing on the words and when he points he is real accurate, would you say then that the one to one isn't developing now.

\*MAJ: What do the rest of you think? Your feelings is that this is not secure.

GRP: Right.

\*MAJ: What do the rest of you think?

GRP: I thought some of what was there was a little too hard for him.

\*MAJ: You think he should be at the lower level? Did he keep his finger on the words or did he



look up at the picture.

How much was he using the picture?

GRP: Not that much, but I thought when he did stop. He used it some but this picture was the behind part. The bed and the chair, I find it confusing. The chair is very strange. It doesn't look like a chair. No it does not. It is very weird. I mean she had trouble and I had trouble.

\*MAJ: So maybe what Mary is suggesting if you dropped this it would be interesting to see, but we don't have time to look at what level he did before, but it would be interesting to see.

GRP: He did fine at the level before.

\*MAJ: He did fine, so he used his finger?

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GRP: Almost 100%...98% he had to single in two. He got a 98 on that one. When you asked him I couldn't hear what he was doing the week 2 regarding the pictures. When he came to that page, what did he call that. He called it a chair. I thought he left it out, I think he said chair. I couldn't hear at all, I couldn't hear too well. You can see that he is looking. He left it out. I don't think he... it looks like the toy box first. (laughing)...About teaching it in the sense when you teach it in the sense that you teach it when they come across it or do you teach what is in the book...

\*MAJ: We will spend two minutes on this and then I want to go to something else. How are the rest of you teaching high frequency words, real quickly? Connie?

GRP: From the text, then I get out what shared reading is and then we put it on a word block that is a difficult word here, you can take it as a homonym, here and hear, you need your ear to hear, that is how I tell them. I use my homonyms as a center. How many words do you give. It depends as the words emerge. Do you find every kid remembers. I mean down with the spelling words that we had. Maybe he might not be a visual reader. Yea he is going to get glasses. Ok. That's another thing and I think that...

\*MAJ: OK, again because of time, even if you had them at the beginning of the year, this is just one idea, have them write all the words they know and then take those high frequency words which they were able to write, those are their words, that belong to them as a class and those start the word wall and you putting up the words from the list and you could teach those as time goes on, but if they write all the words they know, now you have hear, here, you have some words that they as a collected group wrote, so now lets put them on the board, up on the word wall and we can use those to help with our reading and writing. And as the others emerge which are on that list, that list that you said you were using, you teach them and this is probably going to be taught with magnetic letters, so it shouldn't mean a guided reading group and everyone is missing the. Well lets learn that word the today, magnetic letters, make it, break it, you find it, in the book up to the board, back and forth with magnetic letters. There are different ways to teach it, but this is one way that we do it.

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GRP: This is the second year that we did the assessment so what I did this year is, when we did the word list, out of the observation survey, I took some of the words from that list, like some children didn't know the when I did it and here was on the list. So I put that on the word wall and I introduced the children to the word wall.

\*MAJ:Um, hm.

GRP: I didn't think I was teaching to the test, but I couldn't ignore it and wait until..I just started my word wall with some of these words.

\*MAJ:Ok, alright. Did you have the homonyms on the wall too?

GRP: Yea I have homonyms and words...

\*MAJ:What I would like you to do is do the three levels of analysis on this book, My Dog Willy, anybody not familiar with My Dog Willy?

GRP: No.

\*MAJ:Ok, it is, take your time, My Dog Willy. I am going to have Cynthia and Mary change seats. Cynthia and Mary could you change seats, I want Mary to be able to look at that book when she gets to the analysis. I would like you to do all three levels of analysis in partners on this. All three levels of analysis.

GRP: You only have one book?

\*MAJ:I have the one book, but you know, you can pretty much figure out what ....but I don't want you to use that because the answers are in there. I want you to do it all on your own and discuss it.

GRP: (The group is discussing the book).

\*MAJ:Everybody has calculators here? Ok. You have 10 minutes to do this in partners.

GRP: (The group is discussing the book).

\*MAJ:All of you discuss the three levels of analysis. Who didn't get one. Everybody get one.

GRP:I don't know the story.

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\*MAJ:I'll read it to you. (My dog likes story) First page - My dog Willy likes to wake me up in the morning. I am just going to read it through, read the story through, to give you an idea what the story is about. My dog Willy likes to eat breakfast. Page Six - My dog Willy likes to say hello to our neighbors. Page Eight- My dog Willy likes to ride in the car. Page Ten- My dog Willy likes to go shopping at the store. Page Twelve - My dog Willy likes to play ball. Page Fourteen - My dog Willy likes to take a bath. Last page, sixteen, My dog Willy loves to make new friends. They all start with My dog Willy likes. OK.

GRP: Yep.

\*MAJ:I will leave the book here for reference.

GRP: (The group discusses the book).

\*MAJ: Here is the text for you three, the three of you can use text. You want to pull it in. You go that way and then you can see. If you need the text, if you don't think you need it..

GRP: How many words I think it is on there 71. Oh. So we have to figure out the rate?



\*MAJ: All three levels, I want you to do all three levels of analysis.

GRP: (The group discusses this).

\*MAJ: Work together so that what one doesn't know, the other one knows hopefully (laughter).

~~GRP: (You can hear the group counting and discussing the book).~~

\*MAJ: Can I stop you for a minute, I am going to be very cranky now. You must always do a running record with pencil. If you don't have one use a pen, but you should always do a running record in pencil in case of a mistake.



## Study Group One /Analytic Memo

*October 29, 1999*

I tried very hard to merely facilitate within the framework. I hope teachers will be very collegial with my role as "guide on the side". It happened somewhat today when Sara posed a problem and Leah explained how she handled children in Grade i with few academic strengths.

All but Sara seemed comfortable and able to handle the project's requirements for participation. She will need much more support. Unfortunately, she strikes me as one who needs to retire because she's simply tired with nowhere to go but her classroom. I'm very concerned that she will not complete or even continue the project. Interaction was good and easy [she dropped out the following week citing the need to care for an ill parent]. Participants seemed to blend easily and interrelate.

I must balance purposes of the research with "real world" problems teachers pose. i.e. Sara and the fact that she does not teach reading to her own students but rather very advanced students of other teachers in her pod [possibly her colleagues' response to lack of competence]. I must take the time to problemsolve and troubleshoot as issues arise so that teachers feel I'm responsive to contextual challenges, and not just on a mission to complete my research. *ex. Ora lost her aide today, Leah hates collegial hoarding of shared book room resources, Tracy complained of being in a time crunch and having every minute utilized, Tina observed that a classroom teacher with whom she works devalues "low kids".* Having said that I need to facilitate discussion so that we stay on track in terms of their own learning not dwelling on what other teachers do or don't do, systemic shortcomings, etc.

A.O. did not attend nor did she call. I am disappointed though not surprised given the uneasiness I felt after our entry interview. It was the only interview that was not comfortable with a free flowing exchange of ideas. I felt tense, and seemed to be more watchful of my words as I interviewed and responded to her. Her tentativeness may have come from her level of experience at this grade level [one year despite 20 years in education] and her thinking about my expectations or fear of my finding out what she didn't know. I wish somehow she knew me better; I've always embraced teachers who were short on knowledge but long on enthusiasm to learn.

I must provide time at the end of the session for some type of group evaluation, maybe providing a prompt or just keeping it as open dialogue. I sensed the deep level of caring and responsibility for children these teachers carry in our dialogue as well as entry interviews. They all seem to be on overload, and stretched for time. I will strive to facilitate their learning in as painless a manner as possible.

## **Study Group 2/Analytic Memo**

The session began with a review of what is meant by curriculum embedded





I noticed that in our initial study group session as well. The notion of entertaining alternative ideas does not seem easy for her. She's a unique kind of knower in the group. Perhaps I will question her more and make fewer directive statements when interacting with her. Kate appeared only minimally engaged, and it was obvious the reading had not been done. Getting her to reflect in specifics was not easy. Perhaps doing more theory to practice activities and asking pointed questions will assist her reflective abilities i.e. what did you observe your child doing when he had trouble vs. what did you observe your child doing. Mary, Monica, and Tina are reflective, knowledgeable and open as learners. They simply need encouragement to speak more, because they are risk takers and quite articulate. Tracy and Fanny are also learners, but need more of a knowledge base. Mary is so enthusiastic she remained after the session to talk with me for 1/2 hour about her students' specific needs and what she should do. I will make myself available after every study group for any teacher who'd like one on one work with me for 5-10 minutes.

In reviewing their written reflections this month, most teachers feel that this kind of assessment has enlightened their thinking about their particular students i.e. strengths were discovered that they were not aware of. They all seem convinced

about the merit of the running record.

## CHALLENGES

- travel time to get to study group by 3:30PM
  - time to spend individually w/students
  - helping them understand the importance of reflections that explore their personal reactions, new learnings, challenges etc.--getting the focus off writing "what I want"
- [perhaps I'll share one of Mary's reflections aloud w/o divulging the author since she does a great job of thinking aloud on paper



assessment or assessment that guides instruction versus standardized forms. It was apparent that some teachers might not have read the assigned reference text. Four did not have the text with them. Generally the group understood the difference between this kind of assessment and standardized testing.

We reviewed two video clips of Leah with Jaquetta and Mari with Emmanuel. I used those clips because as I viewed the entry videos submitted previously I noticed teachers doing too much teaching during the rr and not much observing and simple coding. The notion of taking the time to simply be a neutral observer is one that needed to be discussed. I asked the group to observe the children in the video and be prepared to describe reading behaviors. They were able to name all early behaviors !! The question remains as to their ability to teach to meet the need of an emergent reader once the weak area has been determined. We then talked about the varying learning needs of each of the two children they observed. They did that with ease as well. Then in partners, they discussed insights from their own rr they'd done and next steps in teaching. As they individually shared their thoughts, I found the need to do more directive teaching and to redirect their thinking. For example, Kate went off on a tangent about the general learning needs of her class, and I had to prompt her to speak in specifics about her focal student's needs based on her observations. This task was not easily done by most, and will need much more practice in upcoming sessions (December and January). I will bring video clips and begin each session with a 8-10 minute segment designed for mere observation of reading behaviors to determine strengths and needs.

The individual sharing took much more time than I anticipated. So I ended up giving a briefer explanation of the first two levels of analysis of the running record:

1. numerical score to determine easy, instructional and hard level
2. frequency/sequence of use re: m s or v

3. description of all reading/problemsolving behaviors [for Jan.] to design instructional program/implement particular strategies

I felt it was critical for them to observe and articulate observations regarding their own students since observation is key part of curriculum embedded assessment. I probably will not spend as much time in future sessions. I provided some ideas on possible text levels they could use for next month's rr. They also were given a list of reading behaviors/strategies to look for when observing the emergent reader from the Fountas and Pinnell text entitled *Guided Reading*. This I hope will expand their knowledge base. They also were encouraged to chart their students' growth over time on a graph in that text.

I believe our time was well spent in terms of review of assessment and observation of childrens' reading behaviors. I'm noticing that Ora who knows a great deal about literacy is not as open to receiving feedback from the group when she speaks about her child or makes a comment. It's as if she feels there's no gray, only what she observes or believes.



12/29/99 (1st 30 minutes last tape not turned on (2-))  
Basically (1) Providing Framework for Svi  
(2) Getting Acquired...  
GRP: My reading group is 2<sup>nd</sup> graders

GRP: But what level are they reading on? Why are they coming to you?

GRP: They I don't know, I have never seen any tests and test them and then they send them like 1 - 7 is one level and 7 - 13 is another level and I then I have a level 32 - 38.

\*MAJ: You don't teach any of your own kids? You teach a different level - they have them leveled and you take a different level?

GRP: Yeah.

\*MAJ: Well that's different

GRP: And there's no communication - that sounds wonderful.

GRP: I don't know how my kids are doing. I mean, I don't know, the only thing I that I can say about my kids, the only thing that I get about my kids, the only communication is these notices to me is that the teachers will write in a grade, you know, grading them - grade them A or average or below average or whatever and that go to the home with the note, you know, when we give out the grade. But no record for me. I don't have a record.

GRP: The middle school for reading, you know, where the kids travel.

\*MAJ: I call that existed.

GRP: And then I have a problem in Spanish, the Spanish ? with English.

\*MAJ: Well that's why I have you here. I wanted a Spanish, a bilingual educator.

GRP: How about Rose ? she's good.

GRP: Because it's very different. We teach reading by writing and reading at the same time.

\*MAJ: Yeah, but the DRA manual, has a Spanish version.

GRP: Yeah.

\*MAJ: I'll get you a Spanish version. I'll have to borrow it until the money, I'm gonna have Connie talk to us in a minute. But I have to borrow a Spanish one for you. Just choose to two kids and we're gonna have to work out how you're gonna then take the information you're learning about those two kids and use it with those two kids. We'll have to work that part out. That's a little snag here. You and I will have to work on that when I come





out. You, Janice and I will put our heads together and see how we can work that piece out. But at this point I just want you to choose two children that you have concerns about and we'll get you a Spanish DRA and video tape you with one of those children. OK.

GRP: OK, because you see the only children I have to trouble with in reading is when I teach them language art.

\*MAJ: Mmhmm.

GRP: And then teaching language art like they have to say write these and read what you know, you know whatever; and then it's the only children I get to find out how they are doing.

\*MAJ: You see, there's a method to my madness. Let me tell you what my method here to my madness is - I think that you're only follow two kids, but because of running records really forces you to think about reading process. It's gonna translate to what you do with your other children - it's happened, you know over these eight years; it's always happens that because of running record, that you look so closely at kids are doing you stop and think and notice things that other kids are doing that you never noticed before. That should happen for all of you, it should. It happens to every teacher I've worked with where they really run that running record in depth. You know, Judy is sort of sitting here proof of that. She really started to look at all other kids that she doesn't even work with in Reading Recovery differently because of the running record.

61 y GRP: You're the Reading Recovery teacher there.

\*MAJ: So wanted to - I twisted her arm (laughter)

71 y GRP: ~~at the~~ at the ~~library~~ - at the ~~library~~? Yeah.

\*MAJ: The only other thing I haven't mentioned and I know you're all gonna frown now, but I really do need you to make two entries into a log, twice a month, every other week, I don't know when you want to do it - but just how you feel about the learning, about this journey we're taking together. I really do, I need you to write twice a month, just sit down and write a half of page or a whole page, I don't care..

71 y GRP: ..would that be just the kid or...

\*MAJ: ...it's about you...

71 y GRP: ...it's reflective...

\*MAJ: ...yeah it's reflective. It could be you, it could be the kids, I just want you to write about what's going on for you as a learner or about your child or children that you're following,



twice a month and then bring that to each session and we'll talk about what you're writing, what you are feeling, what you're learning - OK, so I'd like you to do that twice a month.

GRP: Two reflections and two...

\*MAJ: ..yeah two reflections and two running records a month. And then bring that and that's gonna be what we discuss. It's really about your learning and your children. That's the crux of we'll be discussing at every session. That's what it is. I really want to do an in-depth analysis of that running record for your instruction.

GRP: About choosing those kids, I am concerned about one thing, would be 1<sup>st</sup> graders. That I have 11 kids, they are not all in 1<sup>st</sup> grade.

\*MAJ: Say that again?

GRP: I have 11 kids that are not ready for 1<sup>st</sup> grade because uh, some were six years old on 29 over 26, you know, even in just the same thing over and over, they're brain doesn't get it.

\*MAJ: Mmhm, and what do the rest of you think about that.

GRP: And another thing...

\*MAJ: What do the rest of you think about that?

GRP: That's not an approach. No the approach is to keep the kid on a primary class or whatever and not to come to 1<sup>st</sup> grade without testing. I think a child is supposed to be tested before they come to 1<sup>st</sup> grade.

GRP: They came from Margie to you?

GRP: They come from who knows, I don't know where they came from. I know that some came from our kindergarten and they don't even know...

GRP: Are you saying Margie didn't do a good job?

GRP: No, Margie is reading something, Margie is not teaching kindergarten anymore. And you know...

\*MAJ: Just a minute Nancy, Connie wants - did you wanna say something?

GRP: No, I'm just listening, I missed the beginning.



GRP: You know, that is a problem, a child being able to read. How the child is developed uh mentally. It's not a matter of ??, you know, it's that the child is not ready, it's not ready. That child, those children, those 11 ones will be ready in February or March because they don't even know what a line is. They don't know what up is they don't know what down is.

GRP: They're getting better on that though Nancy.

GRP: Some the have a kindergarten in our school though the good one that should be in 1<sup>st</sup> grade. But the other from other places and some have a kindergarten. Some out of the United States and I mean those kids just because they have six years old, I have it in my classroom and I it's a different group.

MAJ: OK, let's stop for a minute. I want to get comments from the group and then we're gonna move on to something else. Carol a response.

GRP: I had three who never went to kindergarten.

GRP: But I think the City is doing better this year.

GRP: So I had them, this is what I did right away they go to the ABC Center and they go - they have opposites, up and down, in and out. And they work together as little buddies. And I have them listening to very simple story concepts to hear the words. Cause when we do the observation surveys they go left to right, which way do I begin, where do I start, where do I stop. When I did the letter ID they didn't do very well. Across the board they didn't do that well.

GRP: What stories are they doing?

GRP: I'm using the whole language books, the big books, the little books, because I have the tapes.

GRP: Which ones the gold ones or...

GRP: These are brand new and they are beautiful and they take like one story about moon bears, because I often have to read to the rest of the class. Like I do a shared reading at first, I mean, ??? and moon bear you have like letter ID. You can teach phonics. Initial consonant are there. You have the B and Moon Bears in the middle. Big books, little books, but that is how I make them read. I think everyone of us, no one comes in having been to K1 K2 ?? having everyone is different. As a teacher you have to tap into on how you meet those child's needs for that child. Now I have them, that I can take out certain letters and they know where they go. And now we are to a point where they can identify picture with letters. What I did today was, I took about six letters and then I took the





pictures that would correspond - I gave them the pictures and had them put the pictures in the right, I gave them about six, I didn't count it, I just shuffled them, and I said, "OK, this is what you're gonna do this morning for me."

\*MAJ: Is this at your ABC Center?

GRP: This is the ABC group and two of those children are two that I plan to work with. So I don't know...

GRP: What are the children doing?

GRP: We're doing guided reading. You know what's it's like.

GRP: No, I mean at the same time you're working with the children...

GRP: Well, what I do is, after I, I hope I don't bore you, but we have a literacy bond from a quarter of ten to a quarter of eleven, quarter of twelve, the Bell Program, a balance for early literacy, then you start off by doing the shared reading. From that I develop my phonics. Depends on the ? book. Everything is drawn from the text. I also take a very quick phonics lesson at some point during the day when I have time. The constraints are unbelievable. And when I finish with that, I have seven levels in my room. Seven groups. And they ?? and back. And when I finish with one, to do a guided reading, it really takes between six to ten minutes. OK, you don't, there's no core reading. They don't read to each other. I introduce them to the story, look at the front of the back of the book, I walk them through, looking at the pictures. There are some difficult words, like today we did Little Mouse's Frail Tale. We did homonyms - tail/tale and through/threw. That is how it's coding. Everything is in the context. My kids no homonyms. They know compound words. We're gonna get into contractions. This is how you do it. Then those become little sculptors after they have finished their story. I always have an ace in the hole. Nobody gets to know that I'm done cause you're never done and that's it. So that is how I do it. But when I finish with one guided reading, I took a quick walk through just to check and anyone who isn't doing what they should be doing, I hold up my ? sign and they go back. We can't waste time. Then we stop and we go from whole (overtalk)

GRP: Close and open.

GRP: Yeah, I have close and open. And we have close and open and ? then we just go from whole to small, whole to small and the other day at the meeting, Tony introduced the writing aspect and I started the writing yesterday.

GRP: Tony ??

GRP: Tony S and it was really like first steps ?? we model the writing and you see just 10 minutes, but eventually, that's going to take us two hours is a long time, you have to be



doing other things. So we go from ten teach them a model to about 30 and then I don't remember anything else, because he said we didn't have to think about it until the next meeting. So that is what I do for two hours. No one ever asks me to go the bathroom. You say, "How come?", because when we first started school, I knew it was gonna be two hours, we go to the bathroom about twenty minutes of twelve, because on Thursday and Fridays we have the computer lab. That's what I do. And that's how I make them do. This all started from when we talk about (overtalk)

over GRP: It's a lot of work.

Ma GRP: Tell me about it. It's, I mean, it's hard what you're doing Carol.

Carol GRP: I know.

Ma GRP: It's hard what everybody's doing. It's hard in the classroom with 25 little kids. We all know that. Um, this is hard for, but I think it's really exciting (overtalk)

oh GRP: The kids love it.

Tracy GRP: You see the kids moving up from those little books. It's much more authentic progress than the way we used to do it in the basal.

Lee GRP: In the basal, it was little step by little step, by little step. And the last basal that we had got, it jumped around so much, you know, it wasn't...the little books are so regulated to tiny little steps, so that, you know, I kid and take this little step, take this little step, take little steps, get stuck and then he can do a lot of practicing. So he's not frustrated, you just keep him on those books and then he takes another little step, another step, and he gets stuck, and then he practices. So you see then, I think that's what it is.

Lee (Carborne) GRP: It's a wonderful program providing that those books ??

Lee GRP: The only thing I don't like, is I wish I had my own books. We have put out like a memo. There are a lot of books between levels one and five that aren't given, people are taking them and they are keeping them for longer periods of time.

Lee GRP: ???they're not cheap.

Lee GRP: I know. I'm trying to see how anyone can keep a book for a month.

Lee GRP: You have to do the book police and just go on and take them.

Lee GRP: Yeah, that's the frustrating aspect. I spoke to one teacher, "Oh my kids love these books, we have the same books." I said, "When are you going to return them?" I really don't



want to do that (overtalk)

GRP: We really should have a lot of books in your classroom, you need a lot of low guided reading books for your room that belong to you. But then you need, you don't know, from year to year how many level fives you're gonna need. Maybe some year, you're gonna need 15, if they're in the book room, then you can use them.

GRP: I think the Day kids are doing a better job this year than they have been doing. More accountability. I'm really surprised at the kids I have from daycare.

GRP: That's good.

GRP: So that was really encouraging, it's really the first year, usually they (overtalk)

GRP: ? Gately is working with them. And you know, we are trying.

GRP: I'm not saying our early learning center, but they were kindergarten. You know, if the crunch is off everybody..

GRP: There are 1<sup>st</sup> grade teachers here?

GRP: Judy she's/? but everyone else is.

\*MAJ: Do you know Mary EFO?

GRP: Sorry, but I'm multilingual.

GRP: What school?

GRP: Hennigan. A United Nations.

GRP: Oh, I know, it's amazing how many children from Albana, how many children from Czechoslovakia, how many children, oh God!!

GRP: And they come and tell Judy.

GRP: I don't know whether I helped you or not, but what (everyone talking).

\*MAJ: We have to move on here. This is your voice, this is your log, this is your diary.

GRP: I like the way you said voice.

\*MAJ: It's your voice. So you'll be doing your logging right in here and then the two children





you'll pick you can just put them on the front cover, their names. OK, I'll be talking to each of your principals personally about the project, so they'll know when the video taping starts and all. I'm gonna talk to them probably within the next week so they'll understand.

GRP: Our is so busy, I almost feel bad for that man.

\*MAJ: We can talk about that before you leave. I want you to see an administration of the DRA. All of you have your DRA. Mary I'm gonna give her, I'm giving yours, actually, it's for the Hennigan, but I'm giving it to you today Mary and then um, Judy has hers, I have to get a Spanish one for you. You have one.

GRP: I already have one.

\*MAJ: Connie and then you have one.

GRP: But you said you're gonna get us one.

\*MAJ: You're gonna get your own, but hasn't been ordered. Connie will you tell them I need a lock up grant.

GRP: I need your social security number, what's on your check stub, the serial number is with the school secretary. That's why I've gone by this morning and have to have it as soon as possible. Because in order for you to receive stipend, I have to mail the FA...

GRP: ...FA03...

GRP: 9, I have the thing here, but I have to mail everything by next Friday, a week from today and I don't want to wait, I'm not a last minute person. So I'd like to mail it probably Monday. I will have my secretary just look everything over, because they told us to bring um, you have a good secretary at your school, and we do, just as long as we check everything. So I would like all of your home numbers in case I have to call.

\*MAJ: Yeah, I have the sign up in the other room.

GRP: But the serial number, um is not only a check, a brought my check stub into school and Barbara said, isn't not there.

\*MAJ: So, it's on the payroll that they do.

GRP: The have a payroll, so if you could get that Monday and my machine is on

\*MAJ: Give them your number Connie. I'm making a phone chain but right now why don't you just give them your number.



GRP: Yeah, my number is: 617-

\*MAJ: Feel free to use your log. You can use your log.

GRP: You just need our support in the serial number?

GRP: And your social security number and I'd like your phone number. I didn't...

\*MAJ: I'm gonna get that now.

GRP: In the event I ever have to call you for anything...

GRP: So what's your number - 617-

GRP: 696-01

GRP: 696, that's Milton.

GRP: Right.

GRP: I live in Milton.

GRP: OK, great. I wanna give you the number - 0105.

GRP: 0105.

GRP: You live on McAuley?

GRP: I live on Fairbanks Road.

\*MAJ: Anything else you want them to know about the grant?

GRP: I have to look.

GRP: Everyone talking!

\*MAJ: Your stipend is \$200.00 but you're gonna get a stipend for \$100.00 from what Connie's gonna do and then \$100.00, I'm getting \$100.00 from somewhere else for you. And then you're gonna get your kit. That's what you're gonna get. Alright, so you'll get the \$100.00, when will you get that, in the next month or so?

GRP: I don't know, it takes a bit.



\*MAJ: Well, you'll get it.

GRP: It will be in your regular paycheck. You won't get a separate check.

GRP: So you don't wonder where did this come from, huh? (Everyone talking)

GRP: There really isn't anything else. The rest of it, is just work that I have to claim.

GRP: So you two, what's the relationship between you and Connie?

\*MAJ: Relationship is, we're colleagues, no, we are. Connie's the convener. I couldn't be the convener because I'm not a teacher.

GRP: What's a convener?

\*MAJ: She handles the budget. I couldn't do that.

GRP: So when we get our serial number give me a call at home or leave it on the answering machine. And when you give me your number, could you speak slowly. OK, I'd appreciate it.

\*MAJ: Alright, now I wanna you to see...OK go ahead.

GRP: Today, just one more second, I do wanna leave with your social security number, OK? I'll have one thing done.

\*MAJ: I'll just leave a sheet of paper out. So in the other room...

GRP: ..your social security number and your phone number.

\*MAJ: And in the other room, I just need you to sign, put your name, your address, your phone number, I have a sheet, a sign up in the other room. And also your video taping needs in the other room. And I would like, before we leave, I just want to walk you through what the hour and a half will look like when we meet next. It will be at the Condon School, 200 D Street, is the address, and it will be at 3:30,

GRP: ..it will be at 4:00?

\*MAJ: 3:30, 3:30 at the Condon

GRP: At 3:30 the buses are still there um, Mary Ann. You can say 3:30, and then you can park on W. 4<sup>th</sup>, on W. 5<sup>th</sup>, on W 6<sup>th</sup>.





GRP: Yeah, that's nice.

GRP: ..Early Learning Center.

GRP: Except when we have to move to the McKay. (Laughter) Do we have to go to that one.

\*MAJ: We don't have to go to the McKay, but I was gonna say that would be the spring. I mean, I wouldn't do that til the spring. (Everyone talking and laughing) I'm telling you (everyone talking)

GRP: There are streets that run parallel W. 4<sup>th</sup>, W. 5<sup>th</sup>, W. 6<sup>th</sup>. I don't park on the street (Everyone talking) There will be parking spaces.

\*MAJ: OK. Does anyone want to volunteer for January.

GRP: The Kilmore.

\*MAJ: The Kilmore, OK.

GRP: We have the after school programs so we're there anyway.

\*MAJ: OK, so you're there til that late cause...

GRP: Where's the Kilmore?

\*MAJ: I will get you all directions, I don't want to spend our time on directions. But I will get you, let's just do one at a time. 200 D Street next month, 3:30.

GRP: These are all Wednesdays?

\*MAJ: These are, not I'm gonna give you the dates. Everything's next door that you need.

GRP: OK.

\*MAJ: I just wanted us to, we're gonna eat in here, then we'll go next door. I'd like to uh,

GRP: So, at our place we're not gonna have food, or should we bring deli in?

\*MAJ: Let's discuss that another time. I just want to get you out, when I said I want to get you out, I don't want to hold you, it's Friday afternoon. But, 200 D Street next month, Connie's classroom. And then um,

GRP: Everyone - we all meet



\*MAJ: ...and I will have a list of everybody next month. Is everybody clear on next month. What you're bringing, what you're doing, is everybody clear.

GRP: OK, 2 assessments, and 2 reflections.

\*MAJ: Yeah right, but one of the assessments is just a running record, a plain running record on a child. One is a DRA and one is the running record.

GRP: But 2 DRAs, 2 different times - one in the beginning and one in the end.

GRP: No just one running record.

\*MAJ: No.

GRP: I mean one DRA.

\*MAJ: Yes, right.

GRP: And at the end of all this, in April, we do another one.

GRP: One DRA and the other one another one was the assessment.

\*MAJ: A running record.

GRP: A running record.

\*MAJ: And 2 reflections, you can do more, if you wanna do more, it's up to you.

GRP: 2 reflections a month.

\*MAJ: At least 2 reflections on your process, OK. And then you're bringing that to each session. The reflections, the running record and the DRA.

GRP: For November.

GRP: It's a very big school. Where is it, the second floor?

GRP: The third floor. When you come in the main lobby, just go the stairs, there are two flights of stairs, there is an elevator, but it does get stuck, I will never take, I have never taken it.

\*MAJ: If they ask for Connie Leone's room won't they get directions?

GRP: It's gonna be a little busy at time.



\*MAJ: OK.

GRP: So it's very simple, just go up two flights of stairs, take a left, you'll see children, take a left go through the red door, they will probably be open, they keep the doors closed in case of fire, you go through the red door, you take a right and you go as far as you can go, I'm the last door on the right. OK. There will be people around.

GRP: I'm still 2 flight up, now what?

GRP: Take a left and you'll see two doors immediately, and you take your right after you go through the door. And it's at the end of the hall. Room 249. There will be somebody there, I'll be there.

\*MAJ: We'll give people time to arrive. The buses will be there, we won't start right at 3:30, but we will try and stay as close to 3:30 as we can. OK, so we gonna give administration of the BRA, I'm gonna give Mary hers, it's actually the Hennigan's Mary, um, Nancy, I'm gonna get you a Spanish one. And then I'm gonna give you the dates for the rest of the year and how the hour and a half is gonna look, so you'll see what we will be doing for that hour and a half, but it is really mainly your children's work and what you're learning, what you're thinking. It's a study group, it's not meant to be me lecturing at you or anything like that. It really is about learning together, but I do ask that you read, all of you have a guided reading, Irene Foontus' Guided Reading. Ok, if you could look over Chapter 6, we will be discussing Chapter 6.

GRP: On assessment?

\*MAJ: Yeah, the one on assessment, Chapter 6, that's built into that hour and a half, so that's gonna be how you're gonna build your knowledge base about things you may not know about by reading Irene Foontus' book, so you'll have particular chapters to read and then we'll be discussing.

GRP: Guided reading?

\*MAJ: I know Janet has that, I bet Janet has that. Borrow Janet's, if she doesn't, I'll borrow one for you.

GRP: Guided..

\*MAJ: Guided Reading, see Janet Rogers about that, I bet she has a copy.

GRP: Did you see what Irene Foontus' is going to be doing in a couple of weeks?

\*MAJ: Yeah, now that was the other thing that...





GRP: Shirley said yes.

\*MAJ: Connie didn't mention that. Remember I said to get the feel of DeMoines, we have to put in 20 hours and our sessions are only 12 hours total. We have to find a way to make up that 8 hours. (Tape ended)

GRP: We have so many different reading programs to choose from.

GRP: Well, I'll tell you why we have Bell, that's what we voted on.

GRP: I know, we went through all of them and voted, see we were working on a grade level and we did not choose a grade 1, we did not choose what we got.

\*MAJ: What do you mean, you didn't choose what you have?

GRP: The grade level they asked for ?? we voted for all in the first grade level, but it went school wide.

\*MAJ: Oh OK.

GRP: We went with ~~ALEC~~ <sup>thc</sup>.

GRP: Oh it went school wide, so you have ~~ALEC~~ <sup>thc</sup>. That's what you got, was school wide.

GRP: That's what happened, that's why we got those crumby other books we had; I mean, the upper grades, but the first grade.

\*MAJ: Shirley, you have ALEC. Carol has what?

GRP: (Can't understand) Home grown.

\*MAJ: OK, November 20<sup>th</sup> at 8 -12.

GRP: Oh half a day.

GRP: Where's the Manning?

\*MAJ: The Manning, is over behind the Italian Home for Children. Near Faulkner Hospital. If you can get to the Faulkner, you can get to the Manning. It's a block before the Faulkner Hospital. Call the police and ask them where the Faulkner Hospital is. It's a block before. No just appear, it's closed to cohorts 3 and 4 schools. Everybody cohorts. No stop. Just walk in like you're just, just walk in. It's not cohort 3 or 4, it's ELLIE school.



GRP: Oh, OK.

\*MAJ: None of us are ELLIE school, but you come under my umbrella, Mary Ann Johnson. So you need to just sign in, you sign in and put your, you can put your school, you sign in and walk in. Don't answer any questions, just go. (Laughter) I'll be there to kind of push you in.

GRP: Like going to an insurance doctor, don't give them any information, unless they ask you a question!

\*MAJ: So, that will be your first four hours and we have to decide how we want to do our other four hours. She's giving one, another one on analysis of running records, she's giving one on word study, I mean, she's giving several in the course of next year.

GRP: At the Manning?

\*MAJ: At the Manning. That's the only date I have right now. (Everyone talking) Saturday, November 20<sup>th</sup>.

GRP: Saturday, November 20<sup>th</sup>.

GRP: Both times.

\*MAJ: What do you mean, both times?

GRP: Another presentation that she's giving.

\*MAJ: I don't know the times or the date.

GRP: No matter when it is we'll go.

\*MAJ: She's doing eight.

EVERYONE TALKING

\*MAJ: If you let me know, because it's at ELLIE school they may not let you in. (Everyone talking) She's doing ELLIE school because she works in the ELLIE program, that's her program. Lesley College is ELLIE. Just like BELL is Mondo. It's not Mondo really, it's the BELL but Mondo published the report see. And ALEC, it was Hyman, I don't know who it is now.

GRP: Rigby.



\*MAJ: It's Rigby. You see so everyone has it's own support.

GRP: That's why I was looking for some books.

\*MAJ: From?

GRP: Rigby. You have me in here for all these hours and I'm not getting a book.

\*MAJ: ALEC, I'll give you my ALEC one. (Laughter)

GRP: The look is like I had two heads, but everybody came up to me and said, well nobody else asked, but everybody was thinking it. Where are the books!

GRP: You just get training period.

GRP: I know, I know.

GRP: You didn't get any from Shirley?

GRP: Your school is supposed to order books.

\*MAJ: ? gives you books right? ELLIE gives you books?

GRP: It took us about three months before anything started to come in. We didn't start right away last Sept. of 98.

GRP: She told me, "Read my lips, no books!" And this is what happened. She says that if you have been trained properly in literacy you can use anything.

GRP: Well, that's true, however, anything should at least be something approaching their level.

\*MAJ: But if children can't read, a ? readers cannot read basal, that's anything. (Laughter) They can't.

GRP: You can do a guided reading from a basal but (over talk)

TAPE SOUNDED AS IF IT WERE TURNED OFF AND THEN BACK ON AGAIN

GRP: An administrator like a lot of kids a went through and editably they tripped up on no with a small "n". They ??

\*MAJ: Was it a different word to them?





GRP: They did not recognize it with the lower case "n".

\*MAJ: Again, assessment gives you information for your teaching, so may be they need to learn what a lowercase "n" and an uppercase "n" is the same letter. They have to be taught. That's information for your teaching.

GRP: We started in September doing it.

\*MAJ: But do you see how she didn't correct anything, that's, when you assess kids, when you do your DRA you're a neutral observer. You're not teaching, you're not correcting, you're not doing any of that. You're just out of it. Whatever they do, they do, you take it and you don't say a word. OK, so that's why I wanted to see your administration, you're just a neutral observer. That's all you can do, is take what they give you. OK.

GRP: I think a comment goes to the fact that all children are learning that is something that has to do more with the experience. Not that they didn't recognize it, but most of the time we think of the word no, it's generally in quotations and it's generally in caps. That's the experience. Whereas this the cause they give it, is a theory, you know. something that you have to stop and teach, but it certainly is lack of experience.

\*MAJ: And maybe this needs to be pointed out to them. Is that what you're saying?

GRP: Yes.

GRP: I was just so surprised. (Everyone talking)

\*MAJ: He didn't have math.

GRP: I wonder if some of the kids tutored that boy.

GRP: It's not really memorizing, because this is the first time they're seeing it.

GRP: That's why it's important to do an assessment.

\*MAJ: Mmhmm, that's right. No he's not matching. And you may have a group of kids in your 1<sup>st</sup> grade classroom and that's where they are. They need to learn to match. Again this gives you information for your teaching. OK.

#### ~~PLAYING A TEACHING TOOL~~

\*MAJ: I'm not gonna say a word, I just want you to go back to your place.

GRP: They often use that as a suggestion in the BELL program too. You have to have a feel for this situation.



GRP: Meaning to go back and teach.

\*MAJ: You have to go on, she didn't know, but she had to tell. But the point is, now go back and deal with it. You know how to teach it, but in a testing situation, you have to tell her. So go back to two places, you can only go back to two places not all of them, two.

GRP: So in the testing part, you don't have to wait for them to ask you?

\*MAJ: Yes you do. She stopped though. That's a silent appeal. It's called a silent appeal. Yeah, it's a silent appeal. She didn't know what to do, so she stopped. That's a silent appeal. (Everyone talking) OK, that's fine sure. OK any other questions, cause that's basically administration.

GRP: I think that she waited longer.

\*MAJ: So you think she gave it..

*sh v as*  
*sure*  
GRP: I think she gave it quickly, but I'm saying too quickly, because I think we wait long for comprehension.

\*MAJ: Yeah, the wait time has to be balanced. How much wait time you give.

GRP: Should be 5, 6 seconds.

\*MAJ: Yeah, just short, short time.

GRP: She told them right away.

\*MAJ: Alright, that's it, I will look for you next month. I really would like you to, cause some people have not, Mary and Nancy are missing from here.

GRP: I haven't been able to get around.

\*MAJ: Mary and Nancy and then over here I'm missing Mary and Nancy, and who, I think that's it, Mary and Nancy, OK.

GRP: ...next week sometime, cause I have to work and who's gonna video tape me, I'm not sure.

EVERYONE TALKING



56#3

[Videotaped]

131

I believe the timing of this session was poor, it was Christmas, so families had left on vacation. Tracy was having a cold loved one, Shelly was recovering from a cold and Cha didn't call or show up. That didn't surprise me much because of all the participants I send more distance <sup>back</sup> from ~~her~~ than anyone else. This is in spite of the fact that she told me in her initial interview that she was "hungry" for collegial contact.

There were only four lecturers present, but discussion was lively. All brought their running records and commented on what they were observing. I believe they all had done some or most of the reading as well. Myrica spoke of one student who likes to read but does not use the print, she invents that I suggested a watch procedure, Kate described a very dependent reader who simply waited for her help when he got stuck in reading. She seemed relieved to discover that others' student were doing that. She moved to get him to do some work at independence, primarily rereading and predicting with ~~her~~ <sup>him</sup>. She related her





experiences to a child I described  
~~then~~ as I introduced the three  
levels or methods of analyzing  
a winning record. The child was very dependent.

I begin the session (as I will  
each session) by having the  
group merely observe and talk  
about behaviors. We then referred  
to a generic list of need  
behaviors and briefly discussed  
fellowship implications. I continue to  
be impressed by their observations  
which are pretty much on target.

The child observed was  
Travis. ~~Travis~~ probably has the  
greatest amount of sound basic knowledge  
~~understanding~~ due to her UK training.  
She adds a spark to the group  
and gets them talking about  
deeper philosophical issues.

i.e. Nov Assessment ~~for~~ data collection  
Dec on the child deciding

I'm glad I asked her to  
participate despite her high level of experience  
in ~~the~~ group. She nurtured the  
accelerated progress of one child. Although  
a very competent teacher, she seems  
hung up on her appearance & how  
she appears to others rather than  
how she really feels. At one point  
I was glad to see a shift when  
she returned almost apologetic  
that she was angry with <sup>the</sup> ~~the~~ group please  
the audience was poor and it limited.

A. asked me  
to give the  
my previous  
experience  
in the  
group  
"I will  
not  
be  
in  
the  
group  
if  
I  
am  
not  
happy  
in  
the  
group"



how much she could accomplish. Towards the end of the session, she used 10 minutes of our time to describe her classroom routine, expectations, etc. (I thought that was appropriate since we met in her classroom). She needs lots of validation.

I felt at some points the information I presented was challenging & complex because it was so novel. I encouraged questions & comments. I want to limit the lecture, but some of that is required to educate their knowledge base. I must network at next meeting to exchange ideas about what work samples we collect the session w/ an assignment of buying rrs to next session analyzed at two levels:

- ① accuracy & S/C rate
- ② one frequency use

[I sent F/a letters to district teachers asking them to recruit w/ colleagues in their school to learn more about analysis]

Six sessions is a very limited time of interaction. So I must focus, focus & try to ~~exemplify~~ help ~~in 2 things~~ the group timeline ~~at least 2~~ areas: 1. & 3 <sup>key</sup> analysis, help to statistics

→ Absence - describe this issue!! How do you keep momentum? Culture is key! (immunity of leaves)

→ ~~Copy~~



SG#4 / January 19, 2000  
All members were present although 1/2 the group did not arrive until 4 PM (1/2 hour into session). We talked about leaving the same location as teachers would not spend time trying to find unfamiliar places. I reluctantly agreed because my hope was for them to see one another's classroom. They seemed to understand that idea but preferred knowing in advance where they were going (as a time-saver). Ora used the word "renegotiate" when she presented the idea of the same location.

All group members were engaged as we observed and talked about Mary's student. As has happened before, they were able to describe needy behaviors and brainstorm possible fleeing moves. Ora then noticed the child's lack of fluency which happened to be the first Unravel Strategy I'd planned to discuss. Because of her observation and the discussion that ensued, I did not use the video clip I'd planned to use but simply extended





the conversation which emanated  
from her astute observation.

She even provided the fledgling  
prompt she uses when  
students are dogmatic. There

were many questions about the  
reading behavior, so we didn't  
opt to discuss actual

fr angles they'd brought.

I think this is a vital  
component of the SB since  
it focuses them on their

particular student's strengths  
and needs. I either can

allow the questions and  
video observation of elaborate

the video and have them  
concentrate on analyzing

their focal student's fr  
people. It just isn't possible

to do both in 90 minutes especially  
small piece of them arrive

late due to no fault of their  
own. i.e. bus duty, non-supportive

administrator, late dismissal  
I think the basically

understand the 3 levels of fr  
analysis; I had them work in

pairs to complete a fr (all 3 levels)  
they were quite engaged and

allegical. When I reviewed the  
analysis of the group, all elements

were pretty clear on levels 1 and 2.



Level 3 analysis will require more practice. I've asked them to do 3 levels of analysis for the rr to be shared at our March session. Although I did not mention getting colleague assistance, I hope they take advantage of expertise of colleagues back at their sites. I did provide a model of that for those who missed the December session.

I sensed some frustration and exasperation nearing the end of our session when we got bogged down in detail about where remainder of sessions should be held. We voted, but it was evenly split. So I ended up making a fairly directive statement to resolve the issue.

I was frustrated due to how session ended. Little arrival of 4 lecturers and lack of time to review one another's rr. I must start on time and told the group that. Our next two sessions will revolve around thinking for strategies and a review of the 3rd level of analysis which is intricately tied to the concept of reading strategies.





Just as teachers said time is  
an issue for me also. 90 minutes  
every six weeks is not enough <sup>typical</sup>  
to permanently impact change in school  
culture and commitments of learning  
are vital ideas to consider if  
change that remains is to occur.

I'm also not convinced that the  
end of a school day is the  
best time for teacher learning  
although these teachers come  
willingly. I sense that  
fatigue especially as the session  
draws to a close.

I'm also not sure that Leah -  
though appearing quite flexible as a learner  
seems almost rigid in regards  
to views about how she does things.  
I see in her non verbal expressions  
disagreement or disbelief of what  
I'm saying. I don't think she  
sees the value of brainstorming or  
weighing options. She thinks in  
"black or white" a great deal.  
The flexibility is there but is  
minimal. Oral seems more open  
than I originally felt. He asks lots  
of questions, and is <sup>more</sup> willing to  
accept an opinion or suggestion to  
try something. Perhaps the change in  
attitude comes from new learning.  
She exclaimed "I'm learning so much!"  
when I visited another teacher in her school.





SS # E / March 8, 1983

### Descriptive

The session started promptly at 3:30 PM with four teachers present. By 4:30 PM all teachers had arrived. We began by reviewing in pairs the two levels of analysis. Monica worked w/ Fanny. Leah worked w/ Kate. We used a student's example who I refer to in RK. Leah and Kate struggled and took time to shuffle through notes from previous meetings. Leah had no information w/ her. Monica and Fanny were quite on task w/ Monica doing most of the teaching. Mary, Ora and Tina arrived at the end of this activity. Ora seemed a bit distracted, commenting that she felt unwelcome when she attempted to join a pair. We reviewed questions; all seemed clear about how to analyze w/ at the first two levels. Leah interjected questions and comments about grant functioning. She was upset

### Reflective

I began promptly as I and I would like to note. Leah's tone was negative as she was quite disturbed about most of the grant by central office. Since she is the grant overseer for the SS. She used 10 min or so <sup>four times</sup> to vent w/ others listening nervously. I tried to appear sympathetic but didn't appease her very responsive to vent. She seemed unconcerned that the issue was not the group's but me to be shared w/ me 1/1. Although Leah and Kate discussed the w/ as directed then Leah was punctuated by Leah and raised <sup>to task</sup> ~~regarding~~ remarks. I turned my attention to Fanny & Marie who were quite engaged in the task. I said that Leah and to some extent Kate are going through the motions. I doubt that much classroom application is taking place based on SS response. Leah in her interview did indicate

by a decision that had nothing  
to do with me. I requested  
that we discuss her concern  
at the end of 50 time. She  
expressed (non-verbally)  
displeasure. We then used  
the text, Guided Reading,  
to explore the topic  
of teaching for strategies.  
Leah, Kate, Ora and  
Tracy (arrived 11 min late due  
to family illness) did not  
have texts. After lecture  
about strategy signatures  
and referring to particular  
pages in the text, they  
met in pairs to discuss  
assigned r.r.s. Leah and  
Kate and Tracy did  
not have them. (Kate  
said she'd forgotten hers  
as did Leah). (This was  
after a written reminder  
a week prior to bring r.r.  
samples and the OK text.)  
I asked Tina—who is  
ELC trained—to work w/ Kate  
and Leah responding to  
queries about 1/26  
rebuttal or what Kate  
brought. Discussion was  
lively and I moved  
around listening and  
providing feedback, answering

What such <sup>in-depth</sup> analysis  
is not necessary for  
most children and its  
to have concerns <sup>(that</sup>  
<sup>would be a good explanation for 5/5)</sup>  
She ~~blame~~ <sup>influence</sup> influences  
Kate and I will  
repeat them for our  
final session (possibly  
with Leah w/ Ora  
who's quite strong, tended  
task oriented. Kate is  
very unsure of herself & is  
overwhelmed by Leah's answer  
& anxiety. Although most  
of the group brought and  
analysed r.r. 1/2  
did not bring the text  
even after a written reminder.  
This possibly reflects  
the challenge for participants  
to take the time to read  
in order to be more  
knowledgeable reading  
practice so that ~~read~~  
~~the~~ <sup>meaning of the signature</sup>  
<sup>within their practice.</sup>  
Perhaps more time  
within ~~the~~ <sup>the</sup> 50 min  
is needed for  
reading <sup>permitted on</sup>  
<sup>for information</sup>  
Tina intended to see  
the meaning. Reiterating  
Signed not a sample.

<sup>which</sup>  
[The] doubts about [appears to  
be learning] - especially  
Fanning (based on interview  
information). Kate has  
lots of potential for  
appearing in learning but  
appears unable to organize  
and implement in systematic  
way. i.e. says she does  
a. or on ex. child  
every week??.? Leah  
needs a tremendous  
amount of stretching &  
nurturing. I believe  
She is a great teacher  
of children but lacks of  
Machts i.e. interpersonal skills  
Needs a lot to be desired  
(self-centered chronic complainer)  
Knows it all (Kegan has not figured out  
relationship to of knowing)  
i.e. my influence "Kate" "received"  
ex. teacher don't question / multiple  
[Needless to say, initial doubts about Kate's  
interest were totally erroneous.  
She has added "wisdom" to the  
group demonstrating lots of  
knowledgeable but humble.]



I passed out a handout from 6/2 that with language for teaching strategies that teaching might use "I'm of 'said it out'". (Mulle told me in a later phone conversation - "devo" with a changed - "laughed"). I also gave them a booklet that children would use when they wanted to pull someone out of the individual questions. At the end of the session, they all needed to be asked by all, and who hoped by all, and

the fact that it was done in pairs was enjoyed as explicitly committed on by each (possibly the most positive thing she said all session). Taking more time for the member check at our last session seems like a good idea since I'd like to hear what the group exchange him. They're feeling about what SC colleagues are saying. I felt I talked a lot at Henry but most had asked for more explanation via the interviews. That was remains more a problem for me, I believe, than the classes. I'm pleased with highest & learning levels of the group. I feel 3/4 of the group are benefiting as learners due to the SC experience. Kate and Fanny who I had

the fact that it was done in pairs was enjoyed as explicitly committed on by each (possibly the most positive thing she said all session). Taking more time for the member check at our last session seems like a good idea since I'd like to hear what the group exchange him. They're feeling about what SC colleagues are saying. I felt I talked a lot at Henry but most had asked for more explanation via the interviews. That was remains more a problem for me, I believe, than the classes. I'm pleased with highest & learning levels of the group. I feel 3/4 of the group are benefiting as learners due to the SC experience. Kate and Fanny who I had

conducted a member check by passing out highlights of ideas gathered from my second round of interviews. The ideas were presented in two columns: 1) what teachers were stating a helpful / not helpful / challenging. I asked for feedback in terms of general comments, additions, and deletions. Only Mary responded in writing. The session ended at 5:10 PM w/ Mary borrowing behind to discuss how data not handled in would be completed. Tracy and Kate were the only teachers bonding in detail. Others left before explanation.

SO #6 / June 2, 200 / Old Colony Restaurant  
[VIPED Taped]

The final reason  
was held at Old  
Colony Restaurant  
so that I could  
treat the group  
to a meal at the  
end of our  
stay here. All  
the great staff  
- who were in  
Africa visiting  
her father-in-law  
this is the first time  
begin by work  
upward to analyze  
form or sample  
or 4 children  
needing the same  
work using  
different techniques.  
After dealing  
what started, the  
child was diagnosed  
using the pair  
head house the BR  
text to decide on  
an appropriate  
length prompt to  
meet the child's  
need. Barry  
arrived a bit late

I was greatly  
impressed with the  
level of understanding  
regarding strategies  
used to identify  
prompts needed. I  
purposefully placed  
text to train  
together because  
text has a tendency  
to take off track  
& this is quite  
frustrating & unpredictable  
(or retrained). I was  
prepared for the  
apparent spontaneous  
statements regarding  
text & BR text  
by text & state.  
I don't believe  
much reading was  
done by either of  
them. It didn't  
dwell on this & I think  
but I don't know  
how to facilitate  
a value for reading  
info to support  
extension of  
knowledge base.  
Probably don't contact

and could not participate fully in this activity.

I provided more direct instruction for her. As

in the past Kate feels that not many texts. Neither did Tracy

3. Tracy, which was a first for them. After a group

review of their answers, each teacher

described the progress of one local student. Leah volunteered

to go first. Each teacher was somewhat

prepared to discuss each child. Leah

had written Sanger (not

or). Tricia, Bailey,

Tracy and Mary were more detailed

in their descriptions of children's progress

over time.

Kate had Tracy

and Leah. And Kate

spoke more of social

emotional skills

than others. All

teachers seemed

to be in the

needs to be more often, another

some additional

head-on individual

agreements also

more. In particular

things - some drawn

apl of the head

the preparation

as a community

of teachers. (Leah

is however not one

sided). Kate

more than others

gave a detailed

presentation of

her child. I

believe she needed

more - especially

to discuss what

I felt to some

way above

from where

Leah was also

able to do so.

Although Leah

surprised me by

being so focused

she presented

what she thought

was important

specimens. But she

didn't tell



who would be  
retained after but  
that was so busy.  
I tried very hard  
to stay out of the  
final discussion.

I even removed  
myself from the  
circle, I  
asked the group  
to direct remarks  
to one another  
but they kept  
looking at me. I  
ended up back  
in the circle in  
order to facilitate  
the discussion.

I think this  
is a good idea that  
people have. "Some  
discussion" period  
is a good idea.

"reflective  
talk"

up to the end to  
the end of the  
talk. Once  
again, the more  
one says the more  
was reflected.  
gradually, the  
differences in his  
reflective talk

find segments of the  
session involved  
general discussion  
and (3)  
a person

(1) How do you define  
Professor & student

(2) What is your balance  
between the

(3) When was the  
you had been

What do you mean  
Although not

teacher's style  
spontaneous

spontaneous  
billed program

throughout the  
as well as

not only  
to provide but

then free of  
ideas & the

discussion proceeds

by Tina H.

Murica and

Tracy had a long  
deepest voice  
about a session

use of the  
inspector

I believe the  
and ONK and

applied as best as  
they could have

Reading - had a  
on the

a few - well  
had had a

had a few  
in the

3 instructional groups  
Monday School

permitted II. In RR  
School (Tracy)

has a history  
most have helped

but Tracy  
been used the

that in the  
on the

the  
implying

time, Tracy  
that

the  
the

the

Learning again was  
 short in noticeance  
 or inability to verbally  
 articulate ideas about  
 her learning & p.d.  
 Perhaps "reflection" is  
 a hard concept for  
 her to grasp (write or  
 verbal) Leah though  
 quite talkative in  
 this segment still struck  
 me as one who is  
 not as flexible &  
 open as she says. She  
 has made some instructional  
 changes but is very  
 selective about those  
 changes as compared  
 to other vets in the  
 group. This was a  
 great final session  
 I felt the camaraderie  
 of the group - they  
 "jelled" although  
 there were only  
 six sessions. They're  
 all learners but  
 some are better  
 at learning than  
 others. What makes  
 for the differences?

- ? ? ?  
 - colliged by networking  
 ? - survey by her / related  
 - Attitude  
 - Context  
 - more knowledgeable / more  
 ? - support / mentors  
 - safety / trust in  
 learning environment



a couple of weeks ago. They're  
all so different though all  
vets. It's nice when one  
works w/ children and must go  
the child's way to "get <sup>new</sup> learning".  
As a teacher educator, I'm  
learning that these children  
"love" forcefields! (Steffy), My task  
is how to experience forcefield  
not as a mental, with experience,  
the hope is that the teacher on  
her own will let some.

Things ago as what is happening quickly &  
Clearly w/ Mary, Tracy, Ora  
& Morice & Tina. I remain unsure  
about <sup>the</sup> shifts for Kate and Fanny.  
Fanny is very quiet; Kate  
talks a lot but I feel taller  
they not match the work. Time  
will reveal more about these  
two classes. I'll make it  
a point to collect or samples  
in March which confirm or  
disconfirm what I'm thinking  
about the teachers (to some extent)





*TO: STUDY GROUP MEMBERS*  
*FROM: MARY ANN*

Just a brief note to follow up on our second session together. I am very excited about your responses based on our interviews, DRA administrations, running records and written reflections.

**HERE'S WHAT STUDY GROUP MEMBERS ARE SAYING [AND DOING]:**

BENIGNA was surprised at strengths her child had but didn't show in a large group, and says her "expectations were low".

CONNIE is glad to be a member of this "team" and finds it "very satisfying that her child knew how to problemsolve at "her point of need".

CAROL was also surprised at what her students knew, and will "provide more challenging texts".

CYNTHIA thinks the running record is "helpful, most efficient and effective".

JUDY believes "if data doesn't result in changes in instruction, then it's merely data and not much more than that".

MARGIE learned that the running record helps her "understand the process that goes in the reader's head".

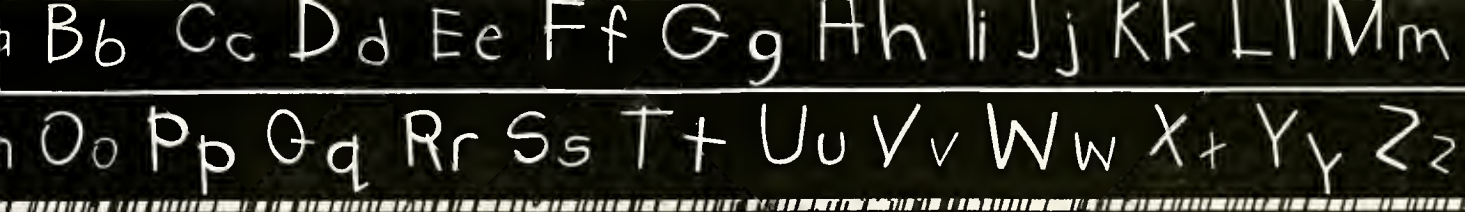
MARI was "amazed" at what her student could do and remains "curious" about where he will top out on the DRA [she stopped on Level 6 which he read above 95 %]

SHIRLEY is learning "to gain a lot more from looking at what children are doing in the running record instead of what they don't appear to know". She will work on building sight vocabulary and some letter confusions based on the assessment.

I've shared your background and ideas with my committee chair and she is "dazzled" by the level of engagement and commitment to your own learning for your students' sakes. When writing your reflections, try to write about what you are thinking/learning as well as concrete ways you're finetuning YOUR INSTRUCTION. Don't forget to reread Chapter 7 in Guided Reading..., and bring the observation checklist as well as two running records.

I'll see you on Wednesday, December 22 at the Condon School in Connie Leone's room on the second floor at 3:30 PM sharp! Follow Columbia Road under the SE Expwy and 3/4 around the rotary. Bear right to another rotary which brings you onto Broadway. The Condon is located at 200 D Street which is off Broadway. Go past the Dunkin Donuts, take a right, another right and a left onto D Street. There is only street parking.





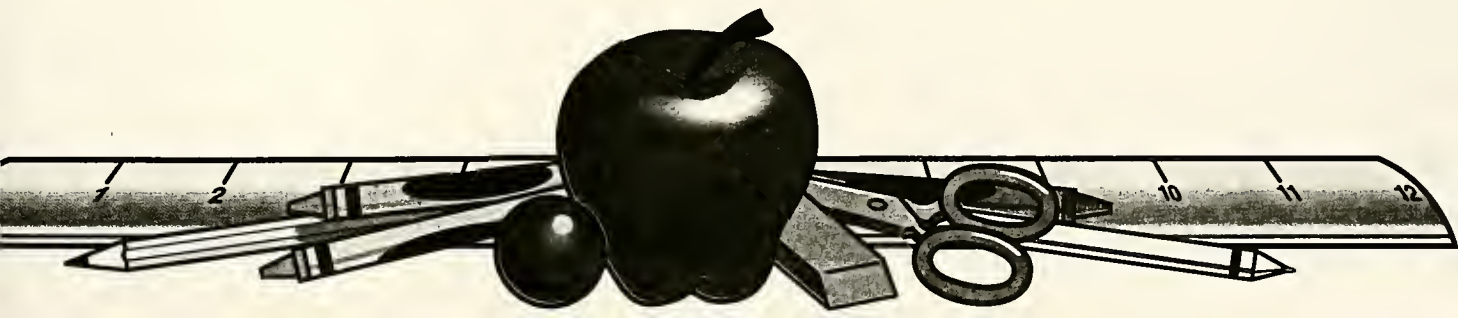
TO: Assessment Study Group Members  
FROM: Mary Ann  
RE: Touching Base  
DATE: November 3, 1999

Thanks again for your enthusiastic involvement in this study group. I thoroughly enjoyed my first session with all of you. The conversation was engaging, and our sense of collegiality was heart-warming. Martha's "gifts" were a concrete expression of how she felt about your devotion as veteran educators. She was truly impressed by your engagement, questions and talk. There has been a **location change** for our November session. It will be held at the **Early Learning Center on Columbia Road** at the intersection of Quincy Street near Uphams Corner. Please bring the following:

- DRA tape of yourself w/one child including the Observation guide and eight copies of the running record you took
- learning log w/two or more written reflections
- thoughts/insights regarding Guided Reading chapter 6

Don't forget we're meeting at Irene Fountas' presentation about the *Record of Oral Language* on Saturday, November 20 [8AM-12noon]. This is a required assessment for all K students in the BPS I believe. The Manning School is located in Jamaica Plain one block from the Faulkner Hospital. Heading south on Route 1, take right onto WESTCHESTER [at Italian Home for Little Wanderers] and right onto LILA. Try to arrive a bit before 8AM so we can all sit together.

Please call me at home after administering the DRA so we can talk about how things went. I'd like to hear from each of you before November 19.







## Assessment and the Voices of Veteran Teachers

### Agenda Framework

**3:30PM - 5:00PM**

*We will begin and end on time. Please make every effort to arrive by 3:30PM.*

*min*

- 10 I. INVESTIGATING/SETTING ASIDE FORCEFIELDS  
*\*partner buzz regarding rr analysis*
- 40 II. OBSERVING/CONSIDERING  
*\*individual presentations of rr samples \*\* for purpose of analysis, group problemsolving and suggestions for instructional strategies linked to assessment results*  
*\*\* bring copies of rr for group OR transparency of rr*
- 20 III. TALKING TO LEARN/THEORY-BUILDING [ SOME LIMITED LECTURE]  
*\* theory to practice segment [insights from readings]*  
*\* discussion of log reflections w/emphasis on new insights about one's self as a learner ; opportunity to simply speak one's mind i.e. what am I learning about learning ? teaching ? assessment ? reading instruction ? what's easy ? challenging ? confusing ?*
- 15 IV. PERSONAL GROWTH GOAL-SETTING  
*What do I want to refine in my teaching -for this child-within the next month ?*
- 5 V. OPEN DIALOGUE  
*\* member check regarding ongoing findings of research; next steps*

**5PM - 5:30PM**

*I will make myself available for 30 minutes after each session for individual consultations regarding analysis of the running record to inform your teaching.*

### Dates and Tentative Locations

Friday, October 29	Boston Latin Academy
Monday, November 29	Early Learning Center, Columbia Road
Wednesday, December 22[videotaped]	Condon School
Wednesday, January 19	Greenwood School
Wednesday, March 8	Kilmer School
Wednesday, April 12 [videotaped]	Hennigan School







VC  
Text  
video  
RA video  
H0/r  
H0 Agenda frame  
Sign-up activities

## ASSESSMENT AND THE VOICES OF VETERAN TEACHERS

### Study Group Session 1

#### AGENDA

#### "Eat and Greet"

- 10 I. Words of Welcome/Gratitude and Introductions  
- register H0
- 20 II. Review of rr coding--video [HO]  
After video on coding H0
- 15 III. Overview of Research Project  
-purpose of study [anonymity]  
-schedule of year [interviews, videotaping, SG dates/locations] → Sign Up Vid  
-agenda framework [HO] [distribute log notebooks] 11/20 8-12
- 20 IV. DRA administration to Zack & Tyneika--video [distribute kits] walk through  
[bring DRA results, including rr, for one child to November study group]  
H0 Obonide Tanigawa
- 10 V. Planning for November  
GR readings - Chap 6, Nov Chap 7 Dec.  
H0 Videotaping needs }  
2nd interview sign-up } NOV
- 15 VI. Q&A

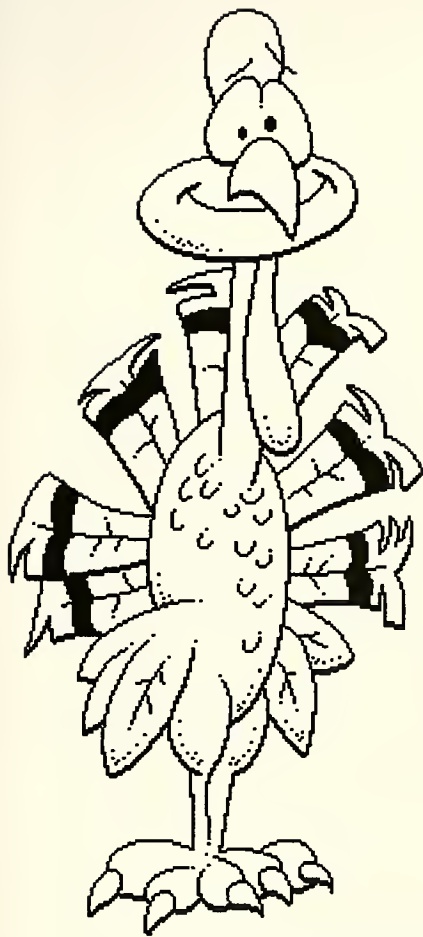


## APPENDIX D.

## Sheet for Running Record Analysis

[illegible]





TAPED ON.

## Assessment and the Voices of Veteran Teachers

November 29, 1999 ~ Study Group

3<sup>30</sup> - 5<sup>00</sup> cr 4 - 5 30  
E...

### I. Welcoming One Another

GR 4, 5, 6 346  
11B  
not (E) GR 7, 3, 74-76  
Kings  
GR 89, 60-62 (91)

Review ERds, Assessment, rr, ~~DATA~~...  
Observing/Considering a Case Example of Literacy Assessment

• [Leah and Jaquetta] What did you obs ch know?

• Ora & Emmanuel  
• HO GR obs list

### III. "Talking to Learn"/Theory-Building

GR reg ins. g

### Investigating/Setting Aside "Forcefields"--Partner Buzz

430 use in obs list & rr | DATA data

### Introduction to Running Record Analysis

HO-6 GR-Rte & see accurate, 380 / HO chart

GR 200 m/siv " count (2) more or less why? (3) ~~GR 200~~ state p. 82

### VI. Insights from Readings/Log Reflections

445

GR

collect

### VII. Personal Growth Goal Setting

530  
Ditch Text (2+3) 1 obs | rule (2) ch!

Did & purpose when  
" " when ch to principle, long, 1-2 words?

HO Agenda Framework HO Regie

GR Chap 7 Chap 2





TO:            Assessment Study Group Members

FROM:        Mary Ann

RE:            December Study Group

First of all, I thank Connie for being such a gracious hostess, and allowing me to rearrange her room for our use.

Teachers in attendance felt our session was challenging and loaded with insights about the running record to inform teaching. The information shared constituted the heart of our learning about the running record. We learned about two levels of running record analysis. Members not in attendance were sent follow-up options in order to bring them up to speed on what they missed. Due to our limited time together (only 3 more sessions), one absence can be a set-back if your intent is to **learn analysis of running records to guide your teaching**. Here are goals some teachers set:

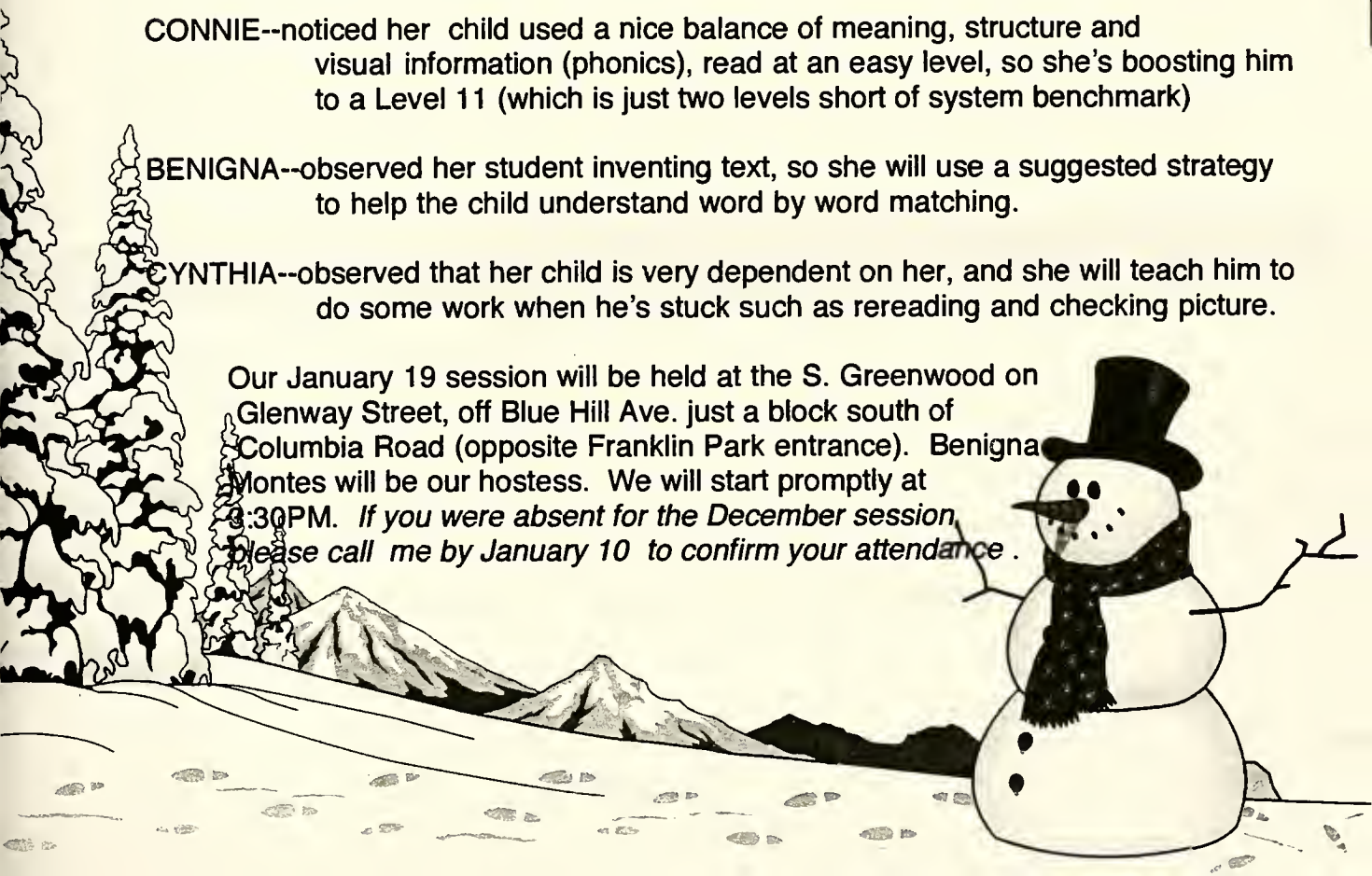
JUDY--noticed her child used too much phonics, and will teach her more about predicting with meaning...

CONNIE--noticed her child used a nice balance of meaning, structure and visual information (phonics), read at an easy level, so she's boosting him to a Level 11 (which is just two levels short of system benchmark)

BENIGNA--observed her student inventing text, so she will use a suggested strategy to help the child understand word by word matching.

CYNTHIA--observed that her child is very dependent on her, and she will teach him to do some work when he's stuck such as rereading and checking picture.

Our January 19 session will be held at the S. Greenwood on Glenway Street, off Blue Hill Ave. just a block south of Columbia Road (opposite Franklin Park entrance). Benigna Montes will be our hostess. We will start promptly at 3:30PM. *If you were absent for the December session, please call me by January 10 to confirm your attendance.*





Guide for Observing Early Reading Behavior					
Children					
Behaviors to Notice					
<ul style="list-style-type: none"> <li>• Is developing a core of known words</li> <li>• Can locate known and unknown words</li> <li>• Notices words and letters</li> <li>• Moves left to right across the line of print</li> <li>• Returns to the left for a new line</li> <li>• Matches word by word while reading a line or more of print</li> </ul>					
<ul style="list-style-type: none"> <li>• Uses information from pictures</li> <li>• Uses the meaning of the story to predict</li> <li>• Uses knowledge of oral language to predict</li> <li>• Checks one information source with another</li> <li>• Uses visual information (words and letters) to check on reading</li> <li>• Uses visual information to predict words</li> <li>• Notices mismatches</li> <li>• Actively works to solve mismatches</li> <li>• Uses knowledge of some frequently encountered words in checking and problem solving</li> <li>• Self-corrects some of the time</li> </ul>					
<ul style="list-style-type: none"> <li>• Uses all sources of information flexibly</li> <li>• Actively searches to solve problems</li> <li>• Self-corrects most of the time</li> <li>• Shows enjoyment of books through talk or extension</li> <li>• Can sustain reading behavior alone</li> </ul>					

FIGURE 6-2 Guide for observing early reading behavior





## Guide for Observing Reading Behavior

Children					
Behaviors to Notice					
<b>Behaviors indicating independence:</b>					
<ul style="list-style-type: none"> <li>Gets started quickly</li> <li>Works continuously</li> <li>Makes attempts before requesting help</li> <li>Actively searches to solve problems</li> </ul>					
<b>Behaviors indicating processing:</b>					
<ul style="list-style-type: none"> <li>Rereads to confirm</li> <li>Rereads to search and self-correct</li> <li>Makes several attempts</li> <li>Uses information from pictures</li> <li>Uses language structure to predict and check</li> <li>Uses visual information</li> <li>Checks one cue against another</li> <li>Self-corrects most errors</li> <li>Notifies mismatches</li> <li>Recognizes many frequently encountered words quickly</li> <li>Makes predictions using more than one cue</li> <li>Reads with phrasing and fluency</li> </ul>					
<b>Behaviors indicating a positive response to reading:</b>					
<ul style="list-style-type: none"> <li>Participates actively during story introduction and discussion</li> <li>Discovers connections between personal experience and story</li> <li>Participates with confidence and enthusiasm</li> </ul>					

FIGURE 6-3 Guide for observing reading behavior





# CHAPTER SEVEN

MY DOG WILLY Level C
My dog Willy likes to wake me up in the morning.
My dog Willy likes to eat breakfast.
My dog Willy likes to say hello to our neighbors.
My dog Willy likes to ride in the car.
My dog Willy likes to go shopping at the store.
My dog Willy likes to play ball.
My dog Willy likes to take a bath.
And my dog Willy loves to make new friends.

**RUNNING RECORD SHEET**

Name: Sara Date: 10/95 D. of B.: 4/23/89 Age: 6 yrs 6 mos  
 School: Memorial Recorder: Tessie Davis

Test Titles      Running words      Error rate      Accuracy      Self-correction rate  
                                  Error

1. Easy \_\_\_\_\_ 1: \_\_\_\_\_ % 1: \_\_\_\_\_  
 2. Instructional My Dog Willy 31 1: 14 93 % 1: 4  
 3. Hard \_\_\_\_\_ 1: \_\_\_\_\_ % 1: \_\_\_\_\_

Directional movement Controls left to right movement and return sweep

Analysis of Errors and Self-corrections  
 Information used or neglected (Meaning (M) Structure or Syntax (S) Visual (V))

Easy \_\_\_\_\_  
 Instructional Substitutions consistently reflect use of meaning and structural cues. Self correction results when attention is directed to visual cues.  
 Hard \_\_\_\_\_

Cross-checking on information (Note that this behaviour changes over time)  
One self-correction results from cross-checking a visual cue with meaning and structure.

Analysis of Errors and Self-corrections  
 (see Observation Survey pages 30-32)

Page	E	SC	Information used	
			E MSV	SC MSV
1	✓✓✓✓✓✓	✓✓✓		
3	✓✓✓✓✓✓✓			
5	✓✓✓✓✓✓✓	✓✓		
7	✓✓✓✓✓✓✓	✓		
9	✓✓✓✓✓✓✓	✓✓		
11	✓✓✓✓✓✓✓			
13	✓✓✓✓✓✓	✓✓		
15	✓✓✓✓✓	✓✓		



# CHAPTER SEVEN

MY DOG WILLY      Level C
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**RUNNING RECORD SHEET**

Name: Sara Date: 10/95 D. of B.: 4/23/89 Age: 6 yrs 6 mos  
 School: Memorial Recorder: Tessie Davis

Test Title	Running words	Error rate	Accuracy	Self-correction rate
1. Easy		1: _____	% 1: _____	
2. Instructions <u>My Dog Willy</u>	<u>71</u>	1: <u>14</u>	<u>93</u> %	1: <u>4</u>
3. Hard		1: _____	% 1: _____	

Directional movement: Controls left to right movement and return sweep

Analysis of Errors and Self-corrections  
 Information used or neglected (Meaning (M) Structure or Syntax (S) Visual (V))  
 Easy \_\_\_\_\_  
 Instructions: Substitutions consistently reflect use of meaning and structural cues. Self correction results when attention is directed to visual cues.  
 Hard \_\_\_\_\_

Cross-checking on information (Note that this behavior changes over time)  
One self-correction results from cross-checking a visual cue with meaning and structure.

Analysis of Errors and Self-corrections (see Observation Survey pages 30-32)

Page		E	SC	Information used	
				E MSV	SC MSV
1	✓✓✓✓✓✓ <u>get</u> ✓✓ <u>wake</u>	1			
3	✓✓✓✓✓✓✓				
5	✓✓✓✓✓✓✓ ✓✓ <u>friends</u>   <u>n-A</u>   <u>R</u> <u>neighbors</u>     <u>T</u>	1			
7	✓✓✓✓✓✓✓ <u>a</u> ✓ <u>the</u>	1			
9	✓✓✓✓✓✓✓ <u>shop</u> <u>SC</u> <u>R</u> <u>shopping</u>		1		
11	✓✓✓✓✓✓✓				
13	✓✓✓✓✓✓ <u>have</u> <u>A</u> ✓✓ <u>take</u>   <u>T</u>	1			
15	✓✓✓✓✓ <u>likes</u> ✓ <u>have</u> <u>R</u> <u>SC</u> <u>loves</u> <u>make</u>	1	1		



# CALCULATION AND CONVERSION TABLE

## CONVERSION TABLE

Error rate	Percent accuracy	
1:200	99.5	Good opportunities for teachers to observe children's 'reading work'.
1:100	99	
1:50	98	
1:35	97	
1:25	96	
1:20	95	
1:17	94	
1:14	93	
1:12.5	92	
1:11.75	91	
1:10	90	
1:9	89	The reader tends to lose the support of the meaning of the text.
1:8	87.5	
1:7	85.5	
1:6	83	
1:5	80	
1:4	75	
1:3	66	
1:2	50	

### USE OF TABLE

Divide running words by errors

Round that number to the nearest whole number (e.g. 9.5 round to 10. 9.2 round to 9)

Locate the ratio on the chart

Always go down to the next lower number if the exact ratio is not on the chart (e.g. if your ratio is 1:16, you would go to 1:14 on the chart)

Locate the corresponding percent of accuracy

### TEXT DIFFICULTY

Easy 95-100%  
Instructional 90-94%  
Hard 80-89%

### CALCULATIONS

(RW = Running words; E = Errors; SC = Self-corrections)

ERROR RATE	ACCURACY	SELF-CORRECTION RATE
$\frac{\text{Running words}}{\text{Errors}}$	$100 - \frac{E}{RW} \times \frac{100}{1}$	$\frac{E + SC}{SC}$
e.g. $\frac{150}{15} = \text{Ratio } 1:10$	$100 - \frac{15}{150} \times \frac{100}{1}$	$\frac{15 + 5}{5} = \text{Ratio } 1:4$
	$= 90\%$	
	(or use conversion table)	





# Assessment and the Voices of Veteran Teachers

## Agenda Framework

3:30PM - 5:30PM

We will begin and end on time. Please make every effort to arrive by 3:30PM.

### I. OBSERVING/CONSIDERING

\* video presentation of emergent reader for purpose of observation and analysis of reading behavior to determine needs and strengths

### II. TALKING TO LEARN/THEORY-BUILDING [ SOME LIMITED LECTURE ]

\* theory to practice segment [insights from readings]

### III. INVESTIGATING/SETTING ASIDE FORCEFIELDS

\* partner buzz regarding rr analysis/growth pattern of focal students

### IV. PERSONAL GROWTH GOAL-SETTING

\* What do I want to refine in my teaching -for this child-within the next month? round robin

\* Discussion of log reflections w/emphasis on new insights about one's self as a learner ; opportunity to simply speak one's mind

i.e. what am I learning about learning ? teaching ?

assessment ? reading instruction ? what's easy ?

challenging ? confusing ?

### V. OPEN DIALOGUE

\* member check regarding ongoing findings of research

\* Set-up interviews w/ calendar

5PM - 5:30PM

I will make myself available for 30 minutes after each session for individual consultations regarding analysis of the running record to inform your teaching.

serve Shirley  
Nicholas "What's My Her"  
e-DRA dist  
to name strategies

Review 2 lead  
of analysis  
MSV  
Count  
E+SC  
SC

2 Peter 2100b  
w/partner  
3rd level of analysis  
e-DRA

check OR 73  
to correct

A w/1 rr analyze rde behaviors using DRA  
B {VCR} Alway w/ Nicholas & Shirley the IG 7ce  
L OR 50-5

1 model  
2 book  
3 P...  
4 ...  
-lead  
-lead

SG → My thinking and reading  
and once per month (Jan-Apr)  
EAS  
Hard/cheap  
Group





*From the desk of...*

*Mary Ann Johnson*

Welcome back from winter vacation !! I hope this rainbow makes you think about spring which is right around the corner . Our journey together is nearly over, and as a result of my recent round of conversations with you, here's a capsule version of what your colleagues are saying or doing.

*BENNIE used her running records to discuss student progress with several parents.*

*CAROL is racing to keep up with her class as a group because so many of them are reading at higher levels than previous years.*

*CONNIE reports that one of her focal students is reading at Level 15 --nearly matching the 2000-2001 benchmark for the system.*

*CYNTHIA vows she'll never give up running records, and now sets up reading groups quite differently than in the past.*

*JUDY is able to share observations about reading strategies of low achieving second graders in her Title One literacy groups with their classroom teachers.*

*MARGIE introduced a strategy from the study group to her SFA Literacy Facilitator which they will use to refine training of all tutors in this literacy program.*

*MARI used the running record to determine strengths of another child, who is now a reading buddy, able to work alongside her high-achieving focal student who'd been in a group by himself.*

*SHIRLEY shared a new level of understanding with colleagues in regards to the merit of assessment due to learning the three levels of running record analysis.*

I'll see you at 3:30PM sharp on March 8 at the Manning School on the second floor in Susan Fitzgerald's room (a TLC Coordinator). We will examine closely this month's running record for one of your students using the GUIDED READING textbook. Don't forget to bring written reflections which capture what you're thinking and/or doing as a result of study group involvement.

Please note the next Saturday Session takes place on Saturday, March 18.

*P.S. Thanks to Connie's efficiency, we've received our DRA kits which will be distributed.*



## ASSESSMENT AND THE VOICES OF VETERANS--MEMBER CHECK[3/08/00]

### SUPPORT/HELPFUL

learning [assessment/ integral to teaching]  
learning [assessment is useful for daily instruction]  
importance of colleagues on same pg/same training  
taking from professional dev. only what I need  
flexible use of rr/3 levels not necessary for all ch.  
expanding sg time to learn more from one another  
rr helps me to refine my tchg  
using rr to inform parents more fully re: progress  
reflection/slippy concept/introspection/self eval  
access to ample materials when I make changes  
rr/change in set up of rdg groups  
rr/change in how I observe children  
rr/how I talk with colleagues about assessment  
power of mere observation/sharing w/colleagues  
crucial role of the facilitator's style  
good mix of interaction/lecture in SG  
SG/lecture enjoyable  
observing videotapes useful

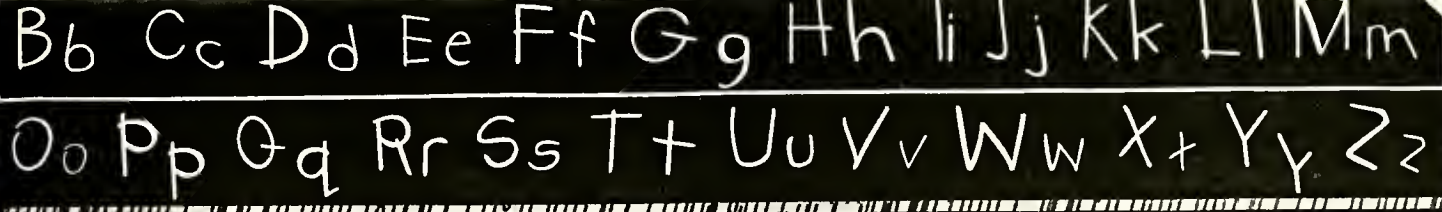
### CHALLENGE/NOT HELPFUL

when colleagues are not on the same pg  
“ “ don't value learning/ "outsider"  
“ “ don't share common materials  
inadequate materials/frustrating for change  
rr/time consuming  
rr/not enough time  
rr/more support to lessen assessment time  
audiotaping hard to do  
SG/not enough sharing among one another  
videotaping/intimidating

### COMMENTS/ADDITIONS/DELETIONS:







TO: Assessment Study Group Members  
FROM: Mary Ann  
RE: Wrap-up Steps  
DATE: March 11, 2000

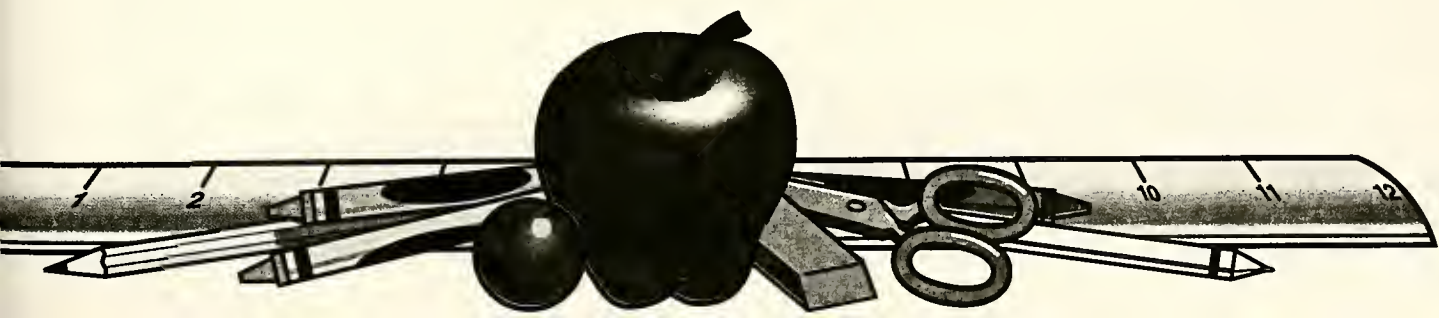
As always, I thoroughly enjoyed my time with you in our next to last study group. It was quite apparent that you are seeing the merit of our work over these past months. Observing the tremendous gains made by some of your focal students is extremely fulfilling. Even more exciting though is seeing the theoretical and practical shifts many of you have made. We are **all** travelers on this road call learning, and it's been a privilege to work with such committed teacher-learners !

I admire your engagement and appreciate the completion of "assignments" given your busy schedules. I am, however, in need of various kinds of data from some of you, and have indicated that below. Please fax reflections to me at 781 341-0236 by **March 22**. Audiotapes may be sent via interoffice mail to my attention at the Manning School w/ cluster # by **April 7**. Running records and April reflections will be collected at our April 12 session.

- monthly reflections for \_\_\_\_ January \_\_\_\_ February \_\_\_\_ March
- 3-4 audiotapes w/guided reading group or focal child [I asked that you do a 10-20 minute segment once a month beginning in January] \_\_\_\_ January \_\_\_\_ February \_\_\_\_ March\*\* \_\_\_\_ April\*\*
- **\*\*experiment with the pink strategies sheet you received on March 8**
- 6 analyzed running records (rrs) on 1 student [once monthly beginning last November] Prepare to talk 5-6 minutes about the progress of one focal child at our April 12 session using rrs and other student work.
- a "post" videotape of you administering the DRA to one focal student by **April 28** [I will collect this at our final interview which will take place during the last week in April or the first week in May]

CLD requires a report on our work for Superintendent Payzant. It is due by May 30. Your prompt submission of data will help me tremendously in this preparation as well as meeting deadlines from my doctoral oversight committee.

I look forward to seeing you on March 18 at the Manning 8AM-12noon.





# MAKING THE UNCONSCIOUS CONSCIOUS

EXAMPLES OF THINGS TO RECORD		LIVE EVENT OR PHENOMENON	MAKING MEANING
1. HIGH POINT	Compliment from colleague about my positive influence on the class	Reminds me that I derive satisfaction from making a difference in the lives of kids. I will adjust some activities in my class today to increase the chances I leave a lasting legacy with learners and not just get through the day	(Why is this important to me? What significance do I attach to this event? How can I benefit from this experience? Is there a pattern forming? Where would this pattern lead?)
	2. PERPLEXING PROBLEM	Brady disrupting my 3rd period class	Brady reminds me of a bully from my childhood that I detested. Am I smarter than Brady? What could I do to bring out the "best" instead of the "worst" in him? Answer: Almost anything different from what I've been doing. Prepare him for Friday test.

The outstanding characteristic of the professional is the capacity for autonomous professional self-development through systematic self-reflection and study and the testing of ideas and practices by action research procedures. Laurence Steinhouse

## JOURNAL KEEPING TO DOCUMENT PRACTICE

What happens to us (events) is less important than the meaning we make of it.

If experience is the best teacher, what are you learning?





## Prompts to Support the Use of Strategies

### To support the control of early reading behaviors:

Read it with your finger.

Did you have enough (or too many) words?

Did it match?

Try \_\_\_\_\_. Would that make sense?

Try \_\_\_\_\_. Would that sound right?

Do you think it looks like \_\_\_\_\_ ?

Can you find \_\_\_\_\_? (a known or a new word)

Read that again and start the word.

### To support the reader's use of self-monitoring or checking behavior:

Were you right?

Where's the tricky word? (after an error)

What did you notice? (after hesitation or stop)

What's wrong?

Why did you stop?

What letter would you expect to see at the beginning? At the end?

Would \_\_\_\_\_ fit there?

Would \_\_\_\_\_ make sense?

Do you think it looks like \_\_\_\_\_ ?

Could it be \_\_\_\_\_ ?

It could be \_\_\_\_\_ , but look at \_\_\_\_\_ .

Check it. Does it look right and sound right to you?

You almost got that. See if you can find what is wrong.

Try that again.





# Assessment and the Voices of Veteran Teachers

## Agenda Framework

**3:30PM - 5:30PM**

We will begin and end on time. Please make every effort to arrive by 3:30PM.

*Session 3 Dec*

20

### I. OBSERVING/CONSIDERING

\*video presentation of emergent reader for purpose of observation and analysis of reading behavior to determine needs and strengths

*July (use GR checklist)*

30

### II. TALKING TO LEARN/THEORY-BUILDING [ SOME LIMITED LECTURE]

\* theory to practice segment [insights from readings]

*P. — GR M/S/V → gives on board  
(T) — Jan Group 2 levels of analysis  
— Peter in "Partners"*

10min

### III. INVESTIGATING/SETTING ASIDE FORCEFIELDS

\*partner buzz regarding rr analysis/growth pattern of focal students

*— own rr 2 levels*

4:30  
[w/ time]

### IV. PERSONAL GROWTH GOAL-SETTING (round robin use 2-5 min)

① \*What do I want to refine in my teaching -for this child-within the next month?

② \* discussion of **log reflections** w/emphasis on new insights about one's self **as a learner** ; opportunity to simply speak one's mind

i.e. **what am I learning** about learning? teaching?  
assessment? reading instruction? what's easy?  
challenging? confusing?

### V. OPEN DIALOGUE

\* member check regarding ongoing findings of research

*- reflects  
- DS/rr (need)*

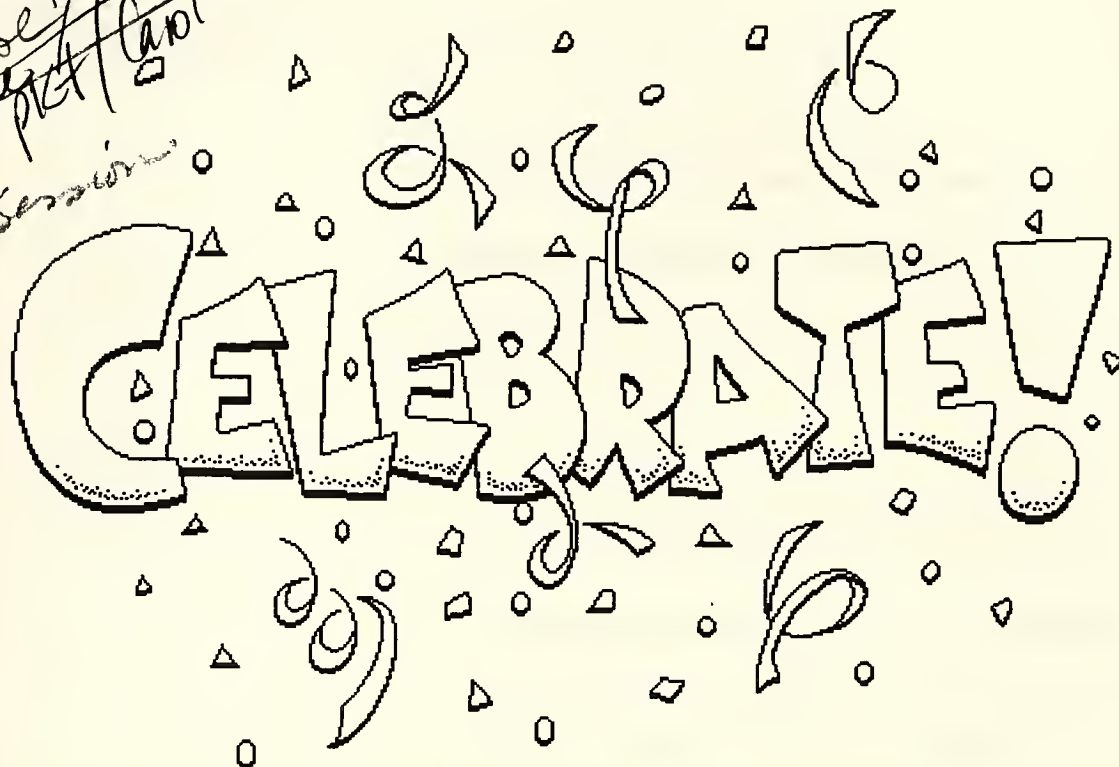
*GR - 2 levels of analysis*

5PM - 5:30PM

*I will make myself available for 30 minutes after each session for individual consultations regarding analysis of the running record to inform your teaching.*



signa  
stirky  
Carol  
RV p14 / Cant  
Session

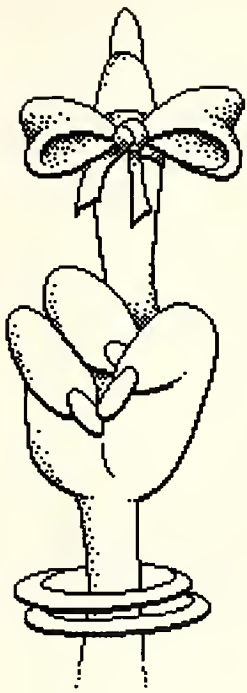


Talk briefly about your focal student's *learning journey* using the following points as a guide for your talk:

- reading strengths then w/rr samples
- reading needs then w/rr samples
- quality of fluency then
- sample text then/level began and past levels
- reading strengths now w/rr samples
- reading needs now w/rr samples
- quality of fluency now
- sample text now/present level

N.B. See Clay's text "An Observation Survey of Early Literacy Achievement" for more guidance about description of reading/writing strengths and needs [p. 71-72]





TO: \_\_\_\_\_

I need the following materials to complete the report for CLD as well as writing my dissertation on or before your final interview which is scheduled for \_\_\_\_\_ at \_\_\_\_\_.

\_\_\_\_\_ monthly reflections for Jan, Feb, Mar, Apr

\_\_\_\_\_ audiotaped reading group for Jan, Feb, Mar, Apr

\_\_\_\_\_ final videotape of DRA w/one student

\_\_\_\_\_ running records for Nov, Dec, Jan, Feb, Mar, Apr for one child

Thank you for your time and wisdom.

Mary Ann





# APPENDIX H1-H2



# ANALYSIS OF RUNNING RECORD/DRA RESULTS BETWEEN NOVEMBER 1999 AND MAY 2000

TEACHER	STUDENT	GRADE	BEGIN	IV/END	IV	SYS BENCHMARK	IV. 121
MARY	NICHOLAS	1	3/20			YES	
FANNY	KRISTOPHER	1	B/10			NO	
MONA	YAMILEZ	BIL. 1	A/10			NO	
TRACY	LEAHNE	1	4/16			YES	
KATE	JONATHAN	1	3/12			YES	
TINA	ASHLEY	2	6/16			NO	
DRA	EMMANUEL	BIL. 1	4/16			YES	

-----

LEAH           STEPHAN           1           - / 17\*\*           YES

\*\*TEACHER-SELECTED TEXT/DID NOT USE DRA INSTRUMENT TO ASSESS



Name Ashley Stalcup Grade 2 Teacher Ms. Pizzi / Ms. Tibbets Date \_\_\_\_\_

**INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING**

Read the title and then say: *Robert wasn't sure he liked his new baby sister, Maria. He felt left out because Mama and Papa were busy taking care of Maria. Look at the pictures and tell me what is happening in this story.*

After the student previewed the pictures he/she gathered: ☐ little ☒ some ☐ pertinent information

Read the title again and then say: *Now read to see how Robert helped his mama and became friends with Maria.*

**GENERAL READING AND STRATEGIES USED**

Use a running as student reads.

Circle accuracy rate: Word Count 137

%	100	99	98	97	96	95	94	93	92	91	90	89
Miscues	0	1-2	3	4	5-6	7	8	9-10	11	12-13	14	15

Pacing and fluency:

Read: ☐ word by word ☒ in short phrases ☐ in longer phrases ☐ punctuation

Reread for: ☐ phrasing ☐ punctuation

Intonation: ☐ emerging ☒ developing ☐ generally effective

Reading rate: ☐ slow ☒ inconsistent ☐ adequate ☐ too fast ☐ adjusted appropriately

Difficulty student

Problem-solved using: ☒ picture ☒ rereading ☐ letter/sound ☒ letter/sound clusters  
☐ syllables ☒ multiple attempts ☐ pausing ☐ no observable behaviors

Appealed for help: ☐ often ☒ sometimes ☐ rarely ☐ not at all

Number of words told/given by teacher: 1

Analysis of miscues:

Miscues interfered with meaning: ☐ yes ☒ sometimes ☐ no

Self-corrected miscues that: ☒ didn't make sense ☐ didn't sound right ☒ didn't look right

Comments:

**COMPREHENSION AND RESPONSE**

Close the book before the retelling and then say:

T: Tell me in your own words what happened in the story.

Initial retelling included: ☒ characters ☒ important details ☐ vocabulary/special phrases from story  
☒ setting ☒ events in sequence ☐ events out of sequence ☒ ending

If initial retelling is incomplete, prompt:

T: Tell me more.

Added information about: ☐ characters ☐ important details ☐ vocabulary/special phrases from story  
☐ setting ☐ events ☐ ending

Use these questions only if the following information was omitted from retelling:

T: What was Robert's problem in this story? *he wanted to play with Dad but they were with the baby*

T: What was Mama's problem? *she couldn't get Maria to stop crying.*

T: What did Robert do to help with the baby? *gave her his finger.*

Record other questions asked:

Response:

T: Did you like this story? Why or why not? *yes*

T: What does this story make you think of? *?*

Student's responses required: ☐ restating questions ☐ other questions ☐ prompts ☐ no prompts

**READING PREFERENCES**

T: Do you like to read ☒ alone ☐ with a buddy ☐ with a group? *Why?*

T: When do you like to read? *Why?*

T: Where do you like to read? *Why?*

T: What is one of your favorite books? *Why?*



# RUNNING RECORD SHEET

Name: Ashley Stalcup Date: \_\_\_\_\_ D. of B.: \_\_\_\_\_ Age: \_\_\_\_\_ yrs \_\_\_\_\_ mths  
 School: Donald McKay Recorder: Tibbets

Titles	Running words	Error rate	Accuracy	Self-correction rate
Easy <u>Robert's New Friend</u>	<u>137/7</u>	<u>1: 19</u>	<u>95</u> %	<u>1: 2.7</u>
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	_____	1: _____	_____ %	1: _____
Functional movement _____	_____	_____	_____	_____

## Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M) Structure or Syntax (S) Visual (V)]

Instructional \_\_\_\_\_

Self-checking on information (Note that this behaviour changes over time)

1 Told - is problem-solving more - getting more  
Meaning - still uses initial (V) &  
Makes mistakes on high frequency words  
she should know.

Analysis of Errors and Self-corrections  
 (see Observation Survey pages 30-32)

e	L12	E	SC	Information used	
				E MSV	SC MSV
	<u>Robert's New Friend</u>	<u>7</u>	<u>4</u>		
✓ ✓ ✓ ✓ ✓	<u>the</u> ✓ ✓ ✓ ✓ ✓		<u>1</u>	<u>(MSV)</u>	<u>(V)</u>
✓	<u>she</u>				
✓	<u>went</u>			<u>(MSV)</u>	
✓	<u>wasn't</u>			<u>MSV</u>	
✓	<u>sore</u>				
✓	<u>very</u>			<u>(MSV)</u>	<u>(M)</u>
✓	<u>left</u>			<u>(MS)</u>	
	<u>95% by DRP</u>				
	<u>ER=1:19</u>				
	<u>SC=1/4</u>				
	<u>1:2.7</u>				

Analysis of Errors and Self-corrections  
(see Observation Survey pages 30-32)

Page		E	SC	Information used	
				E MSV	SC MSV
7	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓				
8	out/sc ✓✓✓✓ one ✓✓✓✓ ✓ called ✓✓✓ correct		1	(V)	(MS)
		1		(MSV)	
9	✓✓✓✓✓ ✓✓✓✓✓ Maria's her ✓✓✓✓✓ ✓✓		1	(MS)	
10	✓✓✓✓✓ ✓✓✓✓✓ looked R/sc ✓ liked ✓✓✓✓✓ took told ✓ was ✓✓✓✓✓ would  phrased		1	(MS)	(V)
		1		(V)	





# Running Record Form

Nicholas Campia  
Road Work Ahead  
 # of words) 207 E(# of errors) 1

Date 4-12-00  
 Level H (Fluent) Seen/Unseen  
 SC(# of self corrections) 1

Accuracy rate:  
 $\frac{E}{N} \times 100 = \frac{1}{207} \times 100 = 100\%$

95-100% (Easy)  
 90-94% (Instructional)  
 Below 90% (Hard)

Self-correction rate:

$\frac{E + SC}{SC} = \frac{2}{1} = 1: \underline{\hspace{1cm}}$

SC  
 1:1-1:2 (Excellent)  
 1:3-1:5 (Good)  
 Less than 1:5 (Poor)

Setting:

	(Almost) Complete	Adequate	Limited
Characters	✓		
Events	✓		
Setting	✓		

ails elicited by teacher: None / Some / Many

aviors observed:

- finger pointing ✓
- 1:1 matching ✓
- left to right reading ✓
- return sweep ✓
- appeals for help ✓
- attends to punctuation ✓
- fluent reading ✓
- choppy reading
- reads w/ expression
- rereads
- self corrects ✓
- makes substitutions
- inserts words
- omits words
- uses M cues
- uses S cues
- uses V cues

Comments: *With glasses*  
*Nice job. He read fairly fluent. He was monitoring, crosschecking and retained new words learned during the first reading the day before this one.*

Page	E	SC	Information Used	
			E MSV	SC MSV
1	✓✓✓			
2	✓✓✓✓✓			
	✓✓✓✓			
	✓✓✓✓✓			
3	✓✓✓✓			
	✓✓✓✓			
	✓✓✓✓✓✓✓✓✓✓			
	✓✓✓✓✓✓✓✓✓✓			



		E	SC	Information Used	
				E MSV	SC MSV
6	✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓				
8	✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓✓✓				
10	✓✓✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓✓✓				
13	✓✓✓✓ <u>through</u> ✓✓ <del>across</del> the ✓✓		1		S
14	✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓				
15	✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓				
16	✓✓✓✓				



Name Enatha Grade 1 Teacher Miss Kelly Date 4.28.00

## INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

T: Read the title and then say: *Robert wasn't sure he liked his new baby sister, Maria. He felt left out because Mama and Papa were busy taking care of Maria. Look at the pictures and tell me what is happening in this story.*

As the student previewed the pictures he/she gathered: ☐ little ☐ some ☐ pertinent information

T: Read the title again and then say: *Now read to see how Robert helped his mama and became friends with Maria.*

## ORAL READING AND STRATEGIES USED

Take a running as student reads.

Circle accuracy rate: Word Count 137

%	100	99	98	97	96	95	94	93	92	91	90	89
Miscues	0	1-2	3	4	5-6	7	8	9-10	11	12-13	14	15

### Phrasing and fluency:

Read: ☒ word by word ☐ in short phrases ☐ in longer phrases ☐ punctuation

Reread for: ☒ phrasing ☐ punctuation

Intonation: ☐ emerging ☒ developing ☐ generally effective

Reading rate: ☐ slow ☒ inconsistent ☐ adequate ☐ too fast ☐ adjusted appropriately

### At difficulty student

Problem-solved using: ☒ picture ☒ rereading ☐ letter/sound ☐ letter/sound clusters  
☐ syllables ☐ multiple attempts ☐ pausing ☐ no observable behaviors

Appealed for help: ☐ often ☒ sometimes ☐ rarely ☐ not at all

Number of words told/given by teacher: 6

### Analysis of miscues:

Miscues interfered with meaning: ☐ yes ☒ sometimes ☐ no

Self-corrected miscues that: ☐ didn't make sense ☒ didn't sound right ☐ didn't look right

### Comments:

**COMPREHENSION AND RESPONSE**

Close the book before the retelling and then say:

T: Tell me in your own words what happened in the story.

Initial retelling included: ☒ characters ☐ important details ☐ vocabulary/special phrases from story  
☐ setting ☒ events in sequence ☐ events out of sequence ☐ ending

If initial retelling is incomplete, prompt:

T: Tell me more.

Added information about: ☐ characters ☐ important details ☐ vocabulary/special phrases from story  
☐ setting ☐ events ☐ ending

Use these questions only if the following information was omitted from retelling:

T: What was Robert's problem in this story?

Worried going to see he thought the baby

T: What was Mama's problem?

She didn't know what to do

T: What did Robert do to help with the baby?

put his finger in her hand

Record other questions asked:

Response:

T: Did you like this story? Why or why not?

Yes, because

T: What does this story make you think of?

No

Student's responses required: ☐ restating questions ☐ other questions ☐ prompts ☐ no prompts

**READING PREFERENCES**

T: Do you like to read ☒ alone ☒ with a buddy ☒ with a group? Why? because

T: When do you like to read? Why? almost every day

T: Where do you like to read? Why? in class

T: What is one of your favorite books? Why?

Circle the statements on the Developmental Reading Continuum that describe the student's performance.

# RUNNING RECORD SHEET

Name: Jonathan Date: 4/10 D. of B.: \_\_\_\_\_ Age: \_\_\_\_\_ yrs \_\_\_\_\_ mths  
 School: ELC East Recorder: Kelly

Text Titles	Running words Error	Error rate	Accuracy	Self-correction rate
1. Easy _____	_____	1: _____	_____ %	1: _____
2. Instructional: _____	_____	1: _____	_____ %	1: _____
3. Hard _____	_____	1: _____	_____ %	1: _____

Directional movement \_\_\_\_\_

## Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M) Structure or Syntax (S) Visual (V)]

Easy \_\_\_\_\_

Instructional \_\_\_\_\_

Hard \_\_\_\_\_

Cross-checking on information (Note that this behaviour changes over time)

Analysis of Errors and Self-corrections  
 (see Observation Survey pages 30-32)

Page	Text	E	SC	Information used	
				E MSV	SC MSV
	Robert's New Friend.				
3	✓✓✓✓✓✓				
	✓✓✓✓✓✓				
	✓✓✓✓✓✓				
5	✓✓✓✓✓✓				
	✓✓✓✓✓✓				
6	✓✓✓✓✓✓				
	✓✓✓✓✓✓ busy TA ✓✓✓				
	✓✓✓✓✓✓ self left ✓✓✓				
	thing taking car care ✓ She his sc ✓✓				

Page		E	SC	Information used	
				E MSV	SC MSV
7	<p>✓ ✓ <u>feeding</u> SC ✓ feeding</p> <p>✓ ✓ ✓ ✓ <u>busy</u> TA ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p>				
8	<p>✓ ✓ <u>Mary</u> ✓ ✓ ✓ Marie</p> <p>✓ ✓ ✓ ✓ ✓ ✓</p>				
9	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ <u>or</u> SC ✓ ✓</p> <p>✓ ✓ ✓ ✓ <u>smiled</u> TA</p>				
10	<p>✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ <u>first</u> ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ TA ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p>				

Name Kristopher Hinman Grade 1<sup>st</sup> Teacher Mrs. Villafane Date 5/23/06

## INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

**E:** Read the title and then say: *Mandy and her brother and sister each got a new pair of shoes. They did different things with their shoe boxes. Look at the pictures and tell me what is happening in this story.*

As the student previewed the pictures he/she gathered: ☐ little ☐ some ☒ pertinent information  
☒ commented on each picture as a separate event ☐ began to connect events

**E:** Read the title again and then say: *Now read to see what Mandy, her brother, and her sister did with their shoe boxes.*

## ORAL READING AND STRATEGIES USED

Take a running record as student reads.

Circle accuracy rate: Word Count 134

%	100	99	98	97	96	95	94	93	92	91	90	89
Miscues	0	1-2	3	4	5-6	7	8	9-10	11	12	13-14	15

Phrasing and fluency:

Read: ☐ word by word ☐ in short phrases ☒ in longer phrases ☒ punctuation  
 Reread for: ☐ phrasing ☐ punctuation  
 Intonation: ☐ emerging ☐ developing ☐ generally effective  
 Reading rate: ☐ slow ☒ inconsistent ☐ adequate ☐ too fast ☐ adjusted appropriately

At difficulty student:

Problem-solved using: ☒ picture ☒ rereading ☒ letter/sound ☐ letter/sound clusters  
☐ syllables ☐ multiple attempts ☒ pausing ☐ no observable behaviors  
 Appealed for help: ☐ often ☒ sometimes ☐ rarely ☐ not at all  
 Number of words told/given by teacher: ☐

Analysis of miscues:

Miscues interfered with meaning: ☐ yes ☒ sometimes ☐ no  
 Self-corrected miscues that: ☐ didn't make sense ☒ didn't sound right ☐ didn't look right

Comments:



## COMPREHENSION AND RESPONSE

Close the book before the retelling and then say:

T: Tell me in your own words what happened in the story.

Initial retelling included: ☒ characters ☒ important details ☐ vocabulary/special phrases from story  
☐ setting ☒ events in sequence ☐ events out of sequence ☒ ending

If initial retelling is incomplete, prompt:

T: Tell me more.

Added information about: ☐ characters ☐ important details ☐ vocabulary/special phrases from story  
☐ setting ☐ events ☐ ending

Use these questions only if the following information was omitted from retelling:

T: What did \_\_\_\_\_ do with his or her shoe box?

T: What kind of shoes did they get?

*Speaker shoes*

Record other questions asked:

Response:

T: Did you like this story? Why or why not?

T: What does this story make you think of?

*How you can make stuff*

Student's responses required: ☐ restating questions ☐ other questions ☐ prompts ☐ no prompts

## READING PREFERENCES

T: Who reads with/to you?

*My Mom*

T: Do you have a favorite story you like to listen to? Why?

*A Native book - because they show you Columbus when he arrived in America*

T: Do you like to read? Why or why not?

*Yes, I like to learn stuff - like the pyramids and they camouflage.*

Circle the statements on the Developmental Reading Continuum that describe the student's performance.



# Running Record Form

Name Kristopher Hinman  
 Title Shae Boyce  
 # of words 134 E(# of errors) 7

Date 5/23/00  
 Level 10 Seen/Unseen  
 SC(# of self corrections)       

Accuracy rate:  

$$\frac{W-E}{W} \times 100 = \frac{134-7}{134} \times 100 = 94.8\%$$

W ✓ 95-100% (Easy)  
       90-94% (Instructional)  
       Below 90% (Hard)

Self-correction rate:  

$$\frac{E+SC}{SC} = \frac{7+0}{0} = 1: \text{      }$$

SC        1:1-1:2 (Excellent)  
       1:3-1:5 (Good)  
       Less than 1:5 (Poor)

Retelling:

	(Almost) Complete	Adequate	Limited
Characters			
Events			
Setting			

Details elicited by teacher: None / Some / Many

Comments:

- Behaviors observed:
- finger pointing
  - 1:1 matching
  - left to right reading
  - return sweep
  - appeals for help
  - attends to punctuation
  - fluent reading
  - choppy reading
  - reads w/ expression
  - rereads
  - self corrects
  - makes substitutions
  - inserts words
  - omits words
  - uses M cues
  - uses S cues
  - uses V cues

Page		E	SC	Information Used	
				E MSV	SC MSV
2	Megan				
	Mandy ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	1			
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
	Which? ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
	White Stripes ✓ ✓	2		M S ✓	M S ✓
3	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
4	Megan				
	Mandy ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				



Name E.O. Grade \_\_\_\_\_ Teacher Therese Date 5/10/0  
 Text selected by \_\_\_\_\_ teacher \_\_\_\_\_ student

## INTRODUCTION TO THE TEXT

I: Read the title and then say: *A mean man named Grumble caught an elf. Grumble knew every elf had gold, and he wanted this elf's gold. Look at the pictures and tell me what is happening in this story.*

As the student previewed the pictures he/she gathered: \_\_\_\_\_ little ☒ some \_\_\_\_\_ pertinent information  
☒ commented on each picture as a separate event ☒ began to connect events  
 \_\_\_\_\_ constructed a tentative story

I: Read the title again and then say: *Now read to find out if Grumble got the elf's gold.*

## ORAL READING AND STRATEGIES USED

Take a running record as student reads.

Circle accuracy rate: Word Count 266

%	100	99	98	97	96	95	94	93	92	91	90	89
Miscues	0	1-3	4-6	7-9	10-11	12-14	15-17	18-19	20-22	23-25	26-27	28-30

Phrasing and fluency:

Read: \_\_\_\_\_ word by word \_\_\_\_\_ in short phrases \_\_\_\_\_ in longer phrases \_\_\_\_\_ punctuation

Reread for: \_\_\_\_\_ phrasing \_\_\_\_\_ punctuation

Expression: \_\_\_\_\_ emerging \_\_\_\_\_ developing \_\_\_\_\_ effective

Reading rate: \_\_\_\_\_ slow \_\_\_\_\_ inconsistent \_\_\_\_\_ adequate \_\_\_\_\_ too fast \_\_\_\_\_ adjusted appropriately

At difficulty student:

Problem-solved using: \_\_\_\_\_ picture \_\_\_\_\_ rereading \_\_\_\_\_ letter/sound \_\_\_\_\_ letter/sound clusters

\_\_\_\_\_ syllables \_\_\_\_\_ multiple attempts \_\_\_\_\_ pausing \_\_\_\_\_ no observable behaviors

Appealed for help: \_\_\_\_\_ often \_\_\_\_\_ sometimes \_\_\_\_\_ rarely \_\_\_\_\_ not at all

Number of words told/given by teacher: \_\_\_\_\_

Analysis of miscues:

Miscues interfered with meaning: \_\_\_\_\_ yes \_\_\_\_\_ sometimes \_\_\_\_\_ no

Self-corrected miscues that: \_\_\_\_\_ didn't make sense \_\_\_\_\_ didn't sound right \_\_\_\_\_ didn't look right

Comments:

## COMPREHENSION AND RESPONSE

Close the book before the retelling and then say:

T: Tell me in your own words what happened in the story.

Initial retelling included: ☒ characters ☐ important details ☐ vocabulary/special phrases from story  
☐ setting ☐ events in sequence ☐ events out of sequence ☐ ending

If initial retelling is incomplete, prompt:

T: Tell me more.

Added information about: ☐ characters ☐ important details ☐ vocabulary/special phrases from story  
☐ setting ☐ events ☐ ending

Use these questions only if the following information was omitted:

T: What was the elf's problem?

*His problem was his gold was only for nice people*

T: How did he solve it?

*Analysis:*

Record other questions asked:

*Why did he put scares on the*

Response:

T: Did you like this story? Why or why not? ↓

T: What does this story make you think of?

Student's responses required: ☐ restating questions ☐ other questions ☐ prompts ☐ no prompts

## READING PREFERENCES

T: Do you like to read ☒ alone ☒ with a buddy ☐ with a group? Why? *everyone in my family* *Only hard books w/ s. e*

T: When do you like to read? Why?

*All different times because it's fun you learn*

T: Where do you like to read? Why?

*In the library, because there's so many books there*

T: What is one of your favorite books? Why?

*It's a book about a wizard-teaches*

Circle the statements on the Developmental Reading Continuum that describe the student's performance.



20

Date 5/10/00  
Level 16 Seen/Unseen  
SC(# of self corrections)

w

_____ 95-100%	(Easy)
_____ 90-94%	(Instructional)
_____ Below 90%	(Hard)

SC

\_\_\_\_\_ 1:1-1:2 (Excellent)  
 \_\_\_\_\_ 1:3-1:5 (Good)  
 \_\_\_\_\_ Less than 1:5 (Poor)

	(Almost) Complete	Adequate	Limited
Characters	✓		
Events	✓		
Setting	✓		

Details elicited by teacher: None / Some / Many

Needs to attend  
To usual for ending

- finger pointing
- 1:1 matching
- left to right reading
- return sweep
- appeals for help
- attends to punctuation
- fluent reading
- choppy reading
- reads w/ expression
- rereads
- self corrects
- makes substitutions
- inserts words
- omits words
- uses M cues
- uses S cues
- uses V cues

Page	5/266	E	SC	Information Used	
				E MSV	SC MSV
		1		MSV	

Page		E	SC	Information Used	
				E MSV	SC MSV
4	✓ ✓				
5	✓ ✓ <u>I</u> ✓ ✓ ✓ ✓ ✓ ✓ 1111 ✓ ✓ ✓ ✓ <u>one</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>the</u> ✓ ✓ ✓ ✓ a	1		MSV	
		1		MSV	
		1		MSV	
6	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
7	✓ ✓				
8	✓ ✓ <u>one</u> ✓ ✓ ✓ ✓ ✓ ✓ 501 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
9	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
10	✓ <u>begin</u> <u>begin</u>	1		MSV	



C. Leone

Text Titles	Running words Error	Error rate	Accuracy	Self-correction rate
1. Easy _____	_____	1: _____	_____ %	1: _____
2. Instructional <u>Christmas Tree</u>	<u>163/1</u>	1: <u>163</u>	<u>98</u> %	1: _____
3. Hard _____	_____	1: _____	_____ %	1: _____

## Hard

x ✓ ed (m) & (v) w/s to s/c 1x

Page	The Christmas Tree 10/163	1 E	3 SC	Information used	
				E MSV	SC MSV
3	 all SC are		1	M SC	MSV
5					
7	 decorations $\frac{A}{T}$	1			

Page		E	SC	Information used	
				E MSV	SC MSV
8	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
9	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
10	✓ ✓ ✓ ✓ ✓				
11	✓ ✓ ✓ ✓ ✓				
12	✓ ✓ ✓ ✓ <u>snowman</u> SC ✓ ✓ ✓ <u>SC</u> SC # <u>snowmen</u> @ scarf S #	1	(MS) V	1	(MS) V
13	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
15	✓ ✓				
16	✓ ✓ ✓ ✓ ✓				

Name Leanne Reid Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Date 3-3

## INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

Read the title and then say: *Kevin's two brothers and his sister used the same wagon for different things. Look at the pictures and tell me what is happening in this story.*

As the student previewed the pictures he/she gathered: ☐ little ☐ some ☐ pertinent information  
☐ commented on each picture as a separate event ☐ began to connect events ☐ constructed a tentative story

Read the title again and then say: *Now read to find out how Kevin's brothers and sister fixed the dented, dirty wagon when it was his turn to have it.*

## GENERAL READING AND STRATEGIES USED

Make a running record as student reads.

Circle accuracy rate: Word Count 203

%	100	99	98	97	96	95	94	93	92	91	90	89
Miscues	0	1-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22-23

Phrasing and fluency:

Read: ☐ word by word ☒ in short phrases ☐ in longer phrases ☐ punctuation

Reread for: ☐ phrasing ☐ punctuation

Intonation: ☐ emerging ☐ developing ☐ generally effective

Reading rate: ☐ slow ☐ inconsistent ☒ adequate ☐ too fast ☐ adjusted appropriately

Text difficulty student:

Problem-solved using: ☐ picture ☐ rereading ☐ letter/sound ☐ letter/sound clusters  
☐ syllables ☐ multiple attempts ☐ pausing ☐ no observable behaviors

Appealed for help: ☐ often ☒ sometimes ☐ rarely ☐ not at all

Number of words told/given by teacher: \_\_\_\_\_

Analysis of miscues:

Miscues interfered with meaning: ☒ yes ☐ sometimes ☐ no

Self-corrected miscues that: ☐ didn't make sense ☐ didn't sound right ☐ didn't look right

Comments:

## COMPREHENSION AND RESPONSE

Close the book before the retelling and then say:

T: *Tell me in your own words what happened in the story.*

Initial retelling included:    ☐ characters    ☐ important details    ☐ vocabulary/special phrases from story  
                                 ☐ setting    ☐ events in sequence    ☐ events out of sequence    ☐ ending

If initial retelling is incomplete, prompt:

T: *Tell me more.*

Added information about:    ☐ characters    ☐ important details    ☐ vocabulary/special phrases from story  
                                 ☐ setting    ☐ events    ☐ ending

Use these questions only if the following information was omitted from retelling:

T: *Who used the wagon, and what did they use it for?*

T: *What happened when it was Kevin's turn to have the wagon?*

Record other questions asked:

Response:

T: *Did you like this story? Why or why not?*

T: *What does this story make you think of?*

Student's responses required:    ☐ restating questions    ☐ other questions    ☐ prompts    ☐ no prompts

## READING PREFERENCES

T: *Do you like to read*    ☐ alone    ☐ with a buddy    ☐ with a group?    *Why?*

T: *When do you like to read? Why?*

T: *Where do you like to read? Why?*

T: *What is one of your favorite books? Why?*

Circle the statements on the Developmental Reading Continuum that describe the student's performance.

# A Quick Running Record Form

Name \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

Book Title The Wagon

**Directions:** Make a check for each word correctly read. Write miscues (errors) above the word in the text. Write SC each time the child self-corrects.

	# SC	Errors
One day Kevin's big brother got a new wagon. He used it to carry his newspapers.		
Kevin liked the wagon, but he never got to ride in it.		
Then one day Kevin's brother gave the wagon to their sister. She used the wagon for a sandbox.		
Sometimes Kevin got to play in the wagon, but he never got to ride in it.		
Then one day Kevin's sister gave the wagon to their other brother.		
This brother used the wagon for a fort. He covered it with dirt and sticks.		
Kevin never got to ride in the wagon.		
Then one day Kevin's brother gave the wagon to Kevin. Kevin was very happy.		
Kevin looked at the wagon.		
The wagon looked old and dirty. It had dents in it.		
Kevin's big brother said, "We'll fix the wagon. It will look as good as new."		
Kevin's sister got a rag and a bucket of water.		
His big brother got a hammer. His other brother got some paint and a brush.		
They washed the wagon with the water.		
They took out the dents with the hammer.		
They painted the wagon a nice bright green.		
The wagon looked better than new because it had Kevin's name on it.		

100 Running Words

Accuracy Rate = 100- 99% (number of errors) = 3 X

50 Running Words

Accuracy Rate = 100- \_\_\_\_\_ (number of errors x 2) = \_\_\_\_\_

Comments





### Record of Book-Reading Progress

Name:

Record of Book-Reading  
Familiz Perez

Grade(s):      K ✓ 1      2      3

(Book, Accuracy Rate, SC Rate (o = above 90% • = below 90%))

2/22	70 UEO 1.36670
2/23	L9 1.1/100
2/24	Pinata 1.1/500
2/25	Pepie el 1.1/1.4
2/26	1.4 - 75070
2/27	Mirameca 1.1
2/28	1.3 - 6690
3/1	Compartiendo 1.25-9670
3/2	Porque para 1.22 9670
3/3	1.22 9670
3/4	Dugue 1.44 9670
3/5	1.44 9670
3/6	1.44 9670
3/7	1.44 9670
3/8	1.44 9670
3/9	1.44 9670
3/10	1.44 9670
3/11	1.44 9670
3/12	1.44 9670
3/13	1.44 9670
3/14	1.44 9670
3/15	1.44 9670
3/16	1.44 9670
3/17	1.44 9670
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3/26	1.44 9670
3/27	1.44 9670
3/28	1.44 9670
3/29	1.44 9670
3/30	1.44 9670
4/1	1.44 9670
4/2	1.44 9670
4/3	1.44 9670
4/4	1.44 9670
4/5	1.44 9670
4/6	1.44 9670
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4/27	1.44 9670
4/28	1.44 9670
4/29	1.44 9670
4/30	1.44 9670
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7/1	1.44 9670
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7/6	1.44 9670
7/7	1.44 9670
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7/9	1.44 9670
7/10	1.44 9670
7/11	1.44 9670
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7/27	1.44 9670
7/28	1.44 9670
7/29	1.44 9670
7/30	1.44 9670
7/31	1.44 9670
8/1	1.44 9670
8/2	1.44 9670
8/3	1.44 9670
8/4	1.44 9670
8/5	1.44 9670
8/6	1.44 9670
8/7	1.44 9670
8/8	1.44 9670
8/9	1.44 9670
8/10	1.44 9670
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8/22	1.44 9670
8/23	1.44 9670
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8/26	1.44 9670
8/27	1.44 9670
8/28	1.44 9670
8/29	1.44 9670
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9/4	1.44 9670
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9/7	1.44 9670
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9/9	1.44 9670
9/10	1.44 9670
9/11	1.44 9670
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12/30	1.44 9670
12/31	1.44 9670

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# APPENDIX H: Record of Book-Reading Progress Version One



Nombre Yamiliz Perez Grado 1<sup>ro</sup> Maestro/a B. Moritz Fecha 5-11-07

## INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

M: Read the title and then say: *Mandi y sus hermanos compraron un par de zapatos nuevos cada uno. Todos hicieron algo diferente con sus cajas de zapatos. Mira los dibujos y dime lo que está pasando en este cuento.*

As the student previewed the pictures he/she gathered: ☐ little ☐ some ☒ pertinent information  
☐ commented on each picture as a separate event ☒ began to connect events

M: Read the title again and then say: *Ahora lee para ver lo que hicieron Mandi, su hermano y su hermana con las cajas de zapatos.*

## ORAL READING AND STRATEGIES USED

Take a running record as student reads.

Circle accuracy rate: Word Count 132

%	100	99	98	97	96	95	94	93	92	91	90	89
Miscues	0	1-2	3	4	5-6	7	8	9-10	11	12	13-14	15

### Phrasing and fluency:

Read: ☐ word by word ☐ in short phrases ☒ in longer phrases ☐ punctuation  
Reread for: ☒ phrasing ☐ punctuation  
Intonation: ☐ emerging ☐ developing ☒ generally effective  
Reading rate: ☐ slow ☐ inconsistent ☒ adequate ☐ too fast ☐ adjusted appropriately

### At difficulty student:

Problem-solved using: ☒ picture ☒ rereading ☐ letter/sound ☐ letter/sound clusters  
☐ syllables ☐ multiple attempts ☒ pausing ☐ no observable behaviors  
Appealed for help: ☐ often ☐ sometimes ☐ rarely ☒ not at all  
Number of words told/given by teacher: 1

### Analysis of miscues:

Miscues interfered with meaning: ☒ yes ☐ sometimes ☐ no  
Self-corrected miscues that: ☒ didn't make sense ☒ didn't sound right ☐ didn't look right

### Comments:

## COMPREHENSION AND RESPONSE

Use the Story Overview/Resumen del cuento during the retelling. Close the book and then say:

M: *Dime en tus propias palabras todo lo que pasó en el cuento.*

Initial retelling included: ☒ characters ☒ important details ☒ vocabulary/special phrases from story  
☐ setting ☒ events in sequence ☐ events out of sequence ☒ ending

If initial retelling is incomplete, prompt:

M: *Dime más.*

Added information about: ☐ characters ☐ important details ☐ vocabulary/special phrases from story  
☐ setting ☐ events ☐ ending

Use these questions only if the following information was omitted from retelling:

M: *¿Qué hizo \_\_\_\_\_ con su caja de zapatos?*

M: *¿Qué tipo de zapatos compraron?*

Record other questions asked:

Response:

M: *¿Te gustó este cuento? ¿Por qué sí o por qué no?* (SI) La niña tenía un cuento que le gustaba mucho.

M: *¿En qué te hace pensar este cuento?*

Student's responses required: ☐ restating questions ☐ other questions ☐ prompts ☐ no prompts

## READING PREFERENCES

M: *¿Quién lee contigo o quién te lee?*

M: *¿Tienes un cuento favorito que te gusta escuchar? ¿Por qué te gusta?*

M: *¿Te gusta leer? ¿Por qué sí o por qué no?*

Circle the statements on the Developmental Reading Continuum that describe the student's performance.



# Running Record Form

Yamiliz Perez

Lacaja de zapatos

of words) 132 E(# of errors) 2

Date 5-11-00

Level 1D Seen/Unseen

SC(# of self corrections) 9

Accuracy rate:  $\frac{1.66}{1.66 + 1.66} \times 100 = 99\%$

N

<u>✓</u>	95-100%	(Easy)
<u>    </u>	90-94%	(Instructional)
<u>    </u>	Below 90%	(Hard)

**Self-correction rate:**

$$\frac{E + SC}{SC} = \frac{11}{9} = 1: \underline{1}$$

SC 9

<u>1</u>	1:1-1:2	(Excellent)
<u>  </u>	1:3-1:5	(Good)
<u>  </u>	Less than 1:5	(Poor)

	(Almost) Complete	Adequate	Limited
Characters	✓		
Events	✓		
Setting		✓	
Details elicited by teacher: <u>None</u> / Some / Many			

Comments: Family stills  
relied a lot on pictures  
to correct herself and  
to tell her own story  
about the story. and  
to re-tell it. She  
has improved her  
reading skills. She  
has an oral confidence.

### behaviors observed:

- ✓ finger pointing
- ✓ 1:1 matching
- ✓ left to right reading
- return sweep
- appeals for help
- attends to punctuation
- fluent reading
- choppy reading
- reads w/ expression
- ✓ rereads
- ✓ self corrects
- makes substitutions
- inserts words
- omits words
- ✓ uses M cues
- ✓ uses S cues
- ✓ uses V cues

[illegible]

cordón

el

Cumpleaños

Venian

did.

werde



# APPENDIX I



**The Essential Elements of Guided Reading**

	Before the reading	During the reading	After the reading
Teacher	<ul style="list-style-type: none"> <li>• selects an appropriate text, one that will be supportive but with a few problems to solve</li> <li>• prepares an introduction to the story</li> <li>• briefly introduces the story, keeping in mind the meaning, language, and visual information in the text, and the knowledge, experience, and skills of the reader</li> <li>• leaves some questions to be answered through reading</li> </ul>	<ul style="list-style-type: none"> <li>• "listens in"</li> <li>• observes the reader's behaviors for evidence of strategy use</li> <li>• confirms children's problem-solving attempts and successes</li> <li>• interacts with individuals to assist with problem solving at difficulty (when appropriate)</li> <li>• makes notes about the strategy use of individual readers</li> </ul>	<ul style="list-style-type: none"> <li>• talks about the story with the children</li> <li>• invites personal response</li> <li>• returns to the text for one or two teaching opportunities such as finding evidence or discussing problem-solving</li> <li>• assesses children's understanding of what they read</li> <li>• sometimes engages the children in extending the story through such activities as drama, writing, art, or more reading</li> </ul>
Children	<ul style="list-style-type: none"> <li>• engage in a conversation about the story</li> <li>• raise questions</li> <li>• build expectations</li> <li>• notice information in the text</li> </ul>	<ul style="list-style-type: none"> <li>• read the whole text or a unified part to themselves (softly or silently)</li> <li>• request help in problem solving when needed</li> </ul>	<ul style="list-style-type: none"> <li>• talk about the story</li> <li>• check predictions and react personally to the story or information</li> <li>• revisit the text at points of problem solving as guided by the teacher</li> <li>• may reread the story to a partner or independently</li> <li>• sometimes engage in activities that involve extending and responding to the text (such as drama or journal writing)</li> </ul>

Source: Guided Reading - Good First Teaching for All Children

FIGURE 1-1 The essential elements of guided reading

Bountas, Pinnell, 1999



## OVERALL RESPONSE TO AUDIOTAPED GUIDED READING LESSONS

- As part of the format of professional development, more intense frequent classroom follow-up and feedback is necessary. Matching assessment to instruction is very complex given a range of contextual factors. When unclear or confused, teachers generally fall back into practice that is familiar and comfortable albeit inappropriate. When I was able to provide feedback, there was noticeable improvement in all cases. However, on site coaching and demonstration is preferable.
- The content of professional development needs to include rationale for new practices as well as lots of observations and opportunity for questions by teachers of the new practice. This, I believe, helps to facilitate deeper thinking so that teachers are not simply implementing practices because they are mandated. Teachers, in this study, seemed to be generally aware of terms "independence", "guided reading" or "strategies" but were unable to demonstrate understanding.
- Teachers' public talk generally did not match private practice. They spout some of the newly emerging theory, but theory/practice mismatches were prevalent. They need time to learn in a "safe" environment with lots of opportunities to question and practice. A format of professional development that recognizes this is vital. For veterans, mistakes be welcomed and viewed as opportunities to learn. It must be okay not to know if we are to move beyond rhetoric.
- Teachers, generally, did not integrate meaning usage and phonics. They tended to focus on one or the other. The use of prediction in reading was well understood by all teachers. In considering content of professional development, demonstrations to illustrate this idea should be included.
- The most resistant teacher in the group did not submit a second tape citing lack of time and inconvenience. While others mentioned and hoped for feedback, she seemed to see this exercise as extra work.
- Analyzing these tapes underscored my belief that teachers are on a developmental spectrum much like students. Although there were similar needs among all, every teacher could have used individual feedback regarding her particular confusion. This spectrum has not only cognitively related aspects but emotionally aspects as well. Also, when context is added to the mix, meeting professional development needs is even more complex.





# AUDIOTAPED GUIDED READING LESSONS--OBSERVATIONS

## FIRST TAPING

CT  
round robin  
tchr telling words @ difficulty

## SECOND TAPING

extended isolated intro to vocab  
limited prompting for prediction  
some prompting for prediction  
tchr articulating first sound of word @ difficulty  
tchr correcting child immediately at error

## COMMENTS

tchr view of reading?  
tchr view of independence ?  
tchr view of role ?  
taught more re: comprehension 2nd taping  
tchr understanding of strategies

CL

lots of prompts for vocab meaning  
lots of tchr explanation interspersed  
w/choral reading  
no independent reading by ch  
no explicit teaching

## NO SECOND TAPE SUBMITTED

tchr understanding of strategies ?  
clarity about guided rdg vs. shared rdg ?

CK

lots of prompts for pix  
lots of prompts for prediction  
choral rdg mainly, no independent rdg  
no explicit tchg

lots of prompting for pix  
lots of prompts for new vocab  
lots of prompts re: storyline  
choral reading 2x of whole story  
taught about compd words  
taught about punctuation  
gave choice of unknown words  
for ch to choose "is that the word that  
or this?"

limited understanding of tchr role  
some understanding of strategies  
overabundance of focus on pix to the neglect  
of phonics strategies  
more integrated tchg 2nd taping

MV  
[1:1]

telling words at difficulty  
labored reading/word by word/slow  
child read nonsensically/word calling  
no introduction to story

taught skill-long i at difficulty  
prompted more for meaning construction  
w/intro before ch read: asked "Does that  
make sense ?" when ch read nonsensically  
ch more confident  
less labored rdg, a bit faster

tchr view of rdg ?  
ch view of rdg ?  
fluency major issue: tchr requested info on  
teaching for fluency



FIRST TAPING	SECOND TAPING	COMMENTS
MO lots of prompts for prediction lots of prompts for meaning construction engaging dialogue w/ch re: background info vocab review/ch asked to restate in own terms	lots of dialogue w/ch choral rdg on rhyming parts focal ch read alone taught about crimp words lots of prompts for prediction ch very engaged in intro	great introductory conversation w/ch in prep for rdg need to integrate a bit more phonics good use of repetition for language support (ESL ch) more independent rdg/ch very skilled/less tchr scaffold needs clarity re: guided rdg framework
JT [1:1] lots of prompts for meaning construction lots of talk about background knowledge some contextual vocab review good rehearsal of tricky language structures limited tchg for phonics	lots of prompts for meaning construction ch asked to read independently w/tchr support on difficult parts	tchr is Reading Recovery trained focus on "words" to the neglect of meaning or how to unlock the word [2nd tape] theory/practice mismatch to some extent needs to teach strategically more consistently
SM lots of prompts for meaning construction lots of prompts for prediction w/pix explicit tchg for phonics [ar chunk] independent rdg by ch after intro w/tchr	much more integrated teaching of meaning w/phonics used prompts from course text when ch were having difficulty rdg a word even closer alignment to guided rdg framework than 1st taping	clear about guided rdg framework clear about tchr role demo would help her fine-tune tchg practice came closest to "public talk" good understanding of strategy tchg

BM  
[Spanish]



ritus

Emeritus

Distinguished

Expert

Professional

Apprentice

Novice





# APPENDIX J1-J3



# APPENDIX K1-K16



## ORGANIZATIONAL CHART FOR AUDIO AND VIDEOTAPES \*\*

Each teacher was asked to videotape a pre and post administration of the Developmental Reading Assessment i.e. November/May and to audiotape 2-4 reading group sessions which included their focal student.

Two of the teachers were not classroom teachers. Thus, they audiotaped a reading segment with their focal student alone.\*

K1--Fanny's audiotaped reading segments with Kristopher\*

K2--DRA pre/post video assessments with Kristopher

K3--Kates's audiotaped guided reading segments

K4--DRA pre/post video assessments with Jonathan

K5--Leah's audiotaped guided reading segment [submitted one tape]

K6--DRA pre video assessment with Stephen [no post assessment]

K7--Mary's audiotaped guided reading segments

K8--DRA pre/post video assessments with Nicholas

K9--Mona's audiotaped guided reading segments

K10--DRA pre/post video assessments with Yamiliz

K11--Ora's audiotaped guided reading segments

K12--DRA pre/post video assessments with Emmanuel

K13--Tina's audiotaped reading segment with Ashley\*

K14--DRA pre/post video assessments with Ashley

K15--Tracy's audiotaped reading segments

K16--DRA pre/post video assessments with Leanne

K17--audiotaped study group sessions [Oct./Nov./Jan./March]

K18--videotaped study group sessions [December/April]

***\*\* All audiotapes and videotapes will be kept in researcher's home library according to catalog references as outlined above.***





# APPENDIX L1-L2



Cxt-ch

These citations represent challenges described by teachers of context outside sg.

Case Code Frequency Reference Source

No Codes were selected for this case 'benni'!

~Case Code Frequency Reference Source

No Codes were selected for this case 'benni3'!

~Case Code Frequency Reference Source

carol challenge/classroom related 4 6480,6587 CL0200

Source Material:

And what I do is I never wait until that last second, because they only can last fifteen to twenty minutes.

carol challenge/classroom related 4 17688,17729 CL0200

Source Material:

A. No, I mean, and I don't have that time.

carol challenge/classroom related 4 26579,26760 CL0200

Source Material:

That's why like some gal was in here yesterday. She says, "Do you have a sched...?" I said, "No. You can't do that." Telling her 9:30 'til quarter of 2:00, I mean, I can't ~~do that~~.

carol challenge/classroom related 4 26877,26962 CL0200

Source Material:

A. I'm not that kind of a person. I have a chi...I'd be here 'til midnight every night.

carol challenge/home related 1 15925,16111 CL0200

Source Material:

She doesn't even go over any papers. We don't have that many papers. [inaudible] to go over it like this. Take this home tomorrow, and go over this with somebody, and read it. No way.

carol challenge/school related 4 39417,39455 CL0200

Source Material:

A. I wish I had more books, more books.

carol challenge/school related 4 40219,40348 CL0200

Source Material:

A. So then I'm waiting for a particular book, and I'm waiting for this, and then some of the book's missing, you only can get two.

carol challenge/school related 4 40458,40529 CL0200

Source Material:

I mean, I'd be willing to share, but no one seems to keep to the rules.

carol challenge/school related 4 40702,41039 CL0200

Source Material:

No. I asked one teacher one day, I said to her, I said, "Well, you have this particular book. I...I...someone told me." Oh, she said, "My children love it." I said, "Yeah, but that's not what I asked you." I said, "You've had it for quite awhile now." Well, you know, she was so reluctant. I...I didn't get it for a couple of more weeks.

Case Code Frequency Reference Source

connie2 challenge/classroom related 1 2240,2304 bm

Source Material:

but we don't have all the time to work with her in small groups,

connie2 challenge/school related 1 11147,11231 bm

Source Material:

Challenging would be all the assessments that we have to make, has been a challenge.

Case Code Frequency Reference Source

connie3 challenge/school related 1 7458,7553 CT0200a

Source Material:



n it was like murder trying to get them, because everybody in our whole building was like testin

Case	Code	Frequency	Reference	Source
ct3	challenge/classroom related	1	14837,15338	BM0300a

Source Material:

sometimes what gets, for me, what gets in the way is the time—that we don't have enough time...that...and even when, I mean, and like meetings, also like...we have the P&Ds, but most of the time are taken for the meetings, and that's one of the things that can be in your way for changes, because we want to be prepared for the student, but then when, again, do you have the time, and are you...and sometimes that [inaudible] taking whole thing because time to do it at home, I mean, it's overwhelming pressure

En  
Time

ct3	challenge/home related	1	16262,16466	BM0300a
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Source Material:

I have some students that I know the parents spend a lot of time with them, but again you turn your back and there's a little signs that they can't because [inaudible] have time to...are working three jobs.

h—

ct3	challenge/profession related	2	10245,11546	BM0300a
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Source Material:

'Cause, I mean, and it's not that I'm resentive of anything, but, I mean, example parents, you have the...I love the children and...and sometimes, I mean, even when one, you've been teaching for so many years and, I mean, all these things we work and become very...we like to work with the students and you like to work with the parent. All of this sudden one day, you say something even, I mean, just a little bit one word, that, I mean, this child goes home and they [inaudible] open, so you're abusing my children, they don't, I mean, they don't realize and they don't look for the truth. They just say children...and I know I would do the same thing, but it's something that is like...like lately that I...I fear sometimes like even how to like talk to my children. How...I joke a lo...a used to joke a lot with my students. Now I can't, because I said, okay, if I say something or even do something like...before, I used to take them to the bathroom and if they have difficulties with zippers or belts, I won't help. Now I can't, and that's...I mean, they don't have to share the love that we have given to the children, and then same with the administration. You can be a good teacher, but one day you make a mistake, I mean, they have never pat you on the shoulder saying, "Betty, you're doing a great job,"

h—

ct3	challenge/profession related	2	20461,20965	BM0300a
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Source Material:

Am I crossing the line, because I don't want to, I mean, be against the union because it's my...the union. But it can be something that I choose to do because I need...I want to be prepared. I want to...I mean, I'm coming here at 9 o'clock, and I'm leaving at 3:30. That doesn't make me a good teacher. Where is the time to plan? So I...I want to be here at least one hour, and it's better for me to do it in the morning. But then it comes and...I don't know. You can...you find yourself with your hands tied [

SE—

ct3	challenge/schl related "lone ranger"	1	18156,18627	BM0300a
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Source Material:

I try to talk to them and I try to convince them, again, that this is need to be done. Like it or not, it's something that we have to do it because it's part of like this, and the whole thing is part of the [inaudible] policy next year, so we have to do it, like it or not. And it's not something personal. I'm there because...I mean, I...I...well, I was the one who went and took the training. So but I am in the same boat—not to see me as the person that I'm against that.

Sim

ct3	challenge/school related	1	19280,19604	BM0300a
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Source Material:

s a matter of fact, we were talking with...I was talking yesterday. It's like, why are you doing so much and some teachers just come and they come in the door at 9:10, they leave the door at 3:35, and that's it. And she said, "Those teachers are working just for the money." I said, "I don't care about what the teachers do."

H—





Case Code Frequency Reference Source

No Codes were selected for this case 'cynthia'!

~Case Code Frequency Reference Source

cynthia 3 challenge/classroom related 4 1122,1478 CT0300

Source Material:

this year we're like full force to assess them early, Tom Borden[?] helps, so that we could leave the room and go down and test our kids. It meant double, triple, quatriple[sic] work for us so we had [inaudible] up here.

Q. Yeah.

A. And then if you didn't get covered, I had to come back and recover it, depending who was covering there, but it paid off

cynthia 3 challenge/classroom related 4 2150,2389 CT0300

Source Material:

To do a...a kid, if I got a wrong level, I can do it in an hour, but some kids, I know was on the wrong level, so by the time I jump to it, it's a couple of hours, two and three hours, per kid. If you're having twenty-five kids, that's a lot

cynthia 3 challenge/classroom related 4 30817,30908 CT0300

Source Material:

Again, it's the books. Getting the book...I mean, you're pulling your hair out of your head.

cynthia 3 challenge/classroom related 4 32051,32189 CT0300

Source Material:

it's true. I mean, you can never have enough and then they love to read. This is all I have over here. I mean, they're forever reading.

cynthia 3 challenge/home related 1 3838,4051 CT0300

Source Material:

Lee Anne, I'm not sure if her mother is helping her. I'm don't know...or she's just doing it herself, 'cause her mother [inaudible] 'cause she's working nights and she's got the other kids and she's stretched out.

cynthia 3 challenge/profession related 3 17400,17557 CT0300

Source Material:

I find a lack of time doing it. I always come to school at a little after 7:00 in the morning to try to line up stuff. Then, you know, I stay after school,

cynthia 3 challenge/profession related 3 33346,33488 CT0300

Source Material:

I still really want a book for going. Now they give me a PDP[?]. It's always a sell-out, PDP, that's what we do. I'd rather have the books.

cynthia 3 challenge/profession related 3 38145,38505 CT0300

Source Material:

We talked it out, like this little Indian one now, they know how important it is for him to speak English. So when they're at home, they tell me that they really just speak in English, but after school, they're working. So after school and the kid goes home, he's spe...he's with the grandparents and they only speak Indian, or whatever you call the language.

cynthia 3 challenge/school related 3 19259,20007 CT0300

Source Material:

I do...

Q. More time.

A. ...a lot at home because like in school you have like different interruptions. Neces...necessary interruptions...

Q. Yeah.



A. ...but it's ongoing. [inaudible]...

Q. You would like more time [inaudible] or would you like a longer...you mean a longer school day to give you more time during the day? Is that what you mean by more time?

A. No, no. If I put it together at night, you know, I come in and do it. But things don't go on as scheduled ~~because this and that and this and that~~ and...there's just so much going on in school all the time ~~that you don't really...~~

Q. ~~All the demands on you, you mean? The~~

A. All of sudden they're coming in, we're gonna have this program ~~or that and whatever~~. Things don't go as scheduled,

cynthia 3 challenge/school related 3 20712,20850 CT0300

Source Material:

~~Everyone's running so much, even like [inaudible] all of us~~, but everyone's on a roll. There's really not that much time to get together.

cynthia 3 challenge/school related 3 21497,21635 CT0300

Source Material:

There's so many demands that it's tricky...

Q. Yeah.

A. ...just to make another demand on somebody, you know, and they're already overloaded,

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Case	Code	Frequency	Reference	Source
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No Codes were selected for this case Dec'

~Case	Code	Frequency	Reference	Source
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JAN	challenge/home related	2	16249,16393	CL0300
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Source Material:

'll tell you, there's no cooperation with Jaquetta's mother.

Q. I know, yeah.

A. All right? Twice we had an appointment and she never kept it.

JAN challenge/home related 2 17903,17983 CL0300

Source Material:

I couldn't grade her...

Q. Oh.

A. ...because she...because of her excessive absences.

JAN challenge/profession related 4 11317,11463 CL0300

Source Material:

Cause I never had such a feel as I have the last two years. And I'll tell you, when I first started this program, "How am I gonna make this work?"

JAN challenge/profession related 4 13822,14137 CL0300

Source Material:

And I'm thinking if you had thirty-six children, I don't know how this program would work with thirty-six. I'd need four listening centers...

Q. Yeah.

A. ...to tell you the truth.

Q. Yeah.



A. You really need, as everyone knows, and we're all...we've known for a long, long time, you really do need smaller classrooms.

JAN challenge/profession related 4 35883,36445 CL0300

Source Material:

And we go to Apple computer. We have two different strands[?], you might say. All right, two kinds of exposure. I think one period a week. I'd like to use that time to do more with the literacy myself. They go in, they do work at their own level, it's very high interest, but I think it's a long time for kids to sit.

Q. Okay.

A. Forty-five minutes. I always leave a few minutes earlier to allow for getting in line and all the, you know, and exiting, as they say. I feel time constraint, more so now than ever. Before I always felt I had a lot of time.

JAN challenge/profession related 4 37660,37752 CL0300

Source Material:

I don't know how to tell you. Before you could just read, all right? This, it takes a lot.

JAN challenge/ses 1 43285,43341 CL0300

Source Material:

Well, I think that's something I'd have to sit down and...

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Case	Code	Frequency	Reference	Source
jt0300	challenge/classroom related	1	9083,9509	jt0300

Source Material:

I would also tell the veteran teacher that, you know, they might get a little discouraged and say, "How can I do it, because I have so many kids," but I would also tell them that they have to have...I would try to show them how to do it; that they would maybe benefit from some professional development on a running record—someone who does it really well—but that it would be really beneficial with those hard to reach children

jt0300 challenge/profession related 4 46298,46482 CK0300a

Source Material:

But that was the only thing that I really...when I got there, I loved it. I really did, but it was like getting there and saying, "Okay, I should have...no. I should be on the treadmill."

jt0300 challenge/profession related 4 16584,16928 jt0300

Source Material:

easy, why do they want to do this, they have the summers off, they don't try, they don't work. People don't really realize that some teachers really go the extra...the extra mile to learn, to keep up with new techniques, new strategies. They're always trying, they...they're always giving to children. I mean, this is their whole heart and soul.

jt0300 challenge/profession related 4 17660,18070 jt0300

Source Material:

I mean, being a veteran teacher doesn't mean that, well, as I said before, quote me, put out to pasture, because they have a lot of good ideas to share with people. Most veteran teachers mentored new teachers long before the mentoring program, and did it willingly with, you know, open arms. You know, try to help a new teacher out, and I don't think the veteran teachers should get the bad rap that they get.

jt0300 challenge/profession related 4 21260,21756 jt0300

Source Material:

Well, I want to go learn about this and I wish someone could show, you know, show me or demonstrate, because I'd like to really see it in action." Because the theory part of it, I mean, you can read all you want, but until you see it done effectively, I think, you...you really don't make the connections that you should. Just like in college, you learn the...the philosophy of this, the theory of this, but until you're in a classroom, it...it doesn't make any sense at all. I mean, it's just words.





jt0300 challenge/schl related "lone ranger" 1 22361,22754 jt0300

Source Material:

I think in the building, it's hard for me because a lot of people are resistant to these ideas. They're set in their ways. They have their lesson plans all done for the whole next year with no spon...sport...you know, spontaneity, is that how you say it, which I think is very important in teaching 'cause you sort of have to go with the child and the flow because it's more meaningful to them.

jt0300 challenge/school related 2 23756,24204 jt0300

Source Material:

ecause the grade levels have been meeting, and they ha...they have met with their objectives, their products, their this, their that, dramatically[?]. Okay? So it's like da-da-da-da-da. All right? It's all planned out for the [inaudible]. Planning is good, but there's gotta be ways to deal with the instructional curriculum to get to the points where if you have the child with different techniques, to meet all the needs of all the children.

jt0300 challenge/school related 2 29000,29302 jt0300

Source Material:

I know another teacher in charge [inaudible] and they were home-grown too, and when I asked her what her model was, you know, she rolled her eyes and she was very unhappy that it was a home-grown. She would like something definitive; something that everything's on the same page. It's not wishy-washy.

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Case	Code	Frequency	Reference	Source
judy	challenge/school related	8	831,968	JT200a

Source Material:

n my school everyone is doing the DRA and the running record, but they are not really doing anything with it, so it sort of a stand still

judy challenge/school related 8 3048,3392 JT200a

Source Material:

I think when people get more proficient at using it, it doesn't have to be a long process, which a lot of teachers feel like right now, the DRA, you know doing it three times a year is very time consuming and everything, but it is very beneficial, because you really don't know what is going through their heads and why they are making mistakes.

judy challenge/school related 8 7936,8508 JT200a

Source Material:

I feel that we have gone a little bit backwards at this school, because we are not doing very structured and I feel bad that we are not an Elle School because the other teachers that I have talked to their training is very, they know exactly where they are heading, they know exactly what is expected and everyone is on the same page. Um, my school being what do you call it a home grown model is going every which way. The people are doing the DRN's, they are all doing the DRA, but they are not analyzing so that it is not going anywhere. Sort of like being in limbo.

judy challenge/school related 8 8274,8356 JT200a

Source Material:

m, my school being what do you call it a home grown model is going every which way.

judy challenge/school related 8 8602,8682 JT200a

Source Material:

JT: And guided reading, we didn't have a lot of materials before in the building

judy challenge/school related 8 9097,9374 JT200a

Source Material:

See I am familiar with analyzing the running record and everything, so I can use certain strategies, but I feel bad because other people are not at that point, they are just getting through the DRA and that is it and I can't see any growth going on as far what could be going on

judy challenge/school related 8 9618,10069 JT200a

Source Material:



You are saying that you feel that you have moved forward in your growth and understanding, but your colleagues, the people around you, are not there, so it is cause for the staff to try to move forward.

JT: And it is awful hard for me to speak up, because it is not wanted and it is found at the upper level.

\*MAJ: At the upper level or at your level or where?

JT: Even at my grade level, I mean certain people just don't have a culture for this.

judy challenge/school related 8 25974,26115 JT200a

Source Material:

it is too iffy, it's just out there and everybody is doing their own thing. I think if we were all on the same page and we had real structure.

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Case	Code	Frequency	Reference	Source
margie	challenge/school related	1	26067,26190	mv0200

Source Material:

They asked a few teachers here and she refused she said no and then the other one was Nancy and she said no, she said no.

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Case	Code	Frequency	Reference	Source
marion	challenge/classroom related	2	10827,10928	mo200a

Source Material:

I don't like the responsibility, the weight that it puts on me, when I think of doing it for 20 kids.

marion challenge/classroom related 2 28231,28458 mo200a

Source Material:

while I find that I not only need to work with very small groups, because we have so many different levels, you know I will take my case study child for instance. I really don't have another person that is on his reading level,

marion challenge/schl related "lone ranger" 1 21495,21727 mo200a

Source Material:

not necessarily feeling that good about being the lone ranger in doing things, because after a while it begins to feel pretty much as if it was my idea and not something that is based in you know reading theory and reading practices.

marion challenge/school related 6 17471,17692 mo200a

Source Material:

ut again, which I have spoken to you about, it troubles me sometimes, when you don't see it happening around you or in other environments, that you happen to be in and so you say that you must be a crazy lady teaching this

marion challenge/school related 6 18760,18974 mo200a

Source Material:

aybe somewhere along the line there would be a sort of like a reading of the minds and even a quality, so where sometimes I mean it is probably not my business, but I worry about kids getting inconsistent teaching.

marion challenge/school related 6 18983,19524 mo200a

Source Material:

I work in the 5th grade for example and one of the reasons I thought when this 1st grade job came out I first said to myself you are crazy to make that big jump again, you know you almost died going from secondary to elementary and now you want to go another step, but one of the things that convinced me was that I had seen so many kids that had just been passed along and at fifth grade I was trying to teach them to read and I just said maybe I can make a difference and even if it was just with that little group of kids that come to me.



marion challenge/school related 6 24125,24295 mo200a

Source Material:

But a lot of times I think that um, then when my kids move on and get into a classroom that has different types of teaching, then they sit there and just simmer like stew.

marion challenge/school related 6 25340,25912 mo200a

Source Material:

It hasn't been encouraged and in another way it has been discouraged, to have somebody who was thinking about their teaching, who was going to professional development and not necessarily in terms of bragging, but I always feel like I don't know enough and I need to know more.

Sum  
prg  
challenge

\*MAJ: How is this discouraged?

MO: It is discouraged in the sense of that you are basically laughed at by people who are like that, or talked about, its like we all making the same salary, I don't know why you are banging your brains out to do all these extras, nobody is going to find this...

marion challenge/school related 6 25658,25912 mo200a

Source Material:

is discouraged in the sense of that you are basically laughed at by people who are like that, or talked about, its like we all making the same salary, I don't know why you are banging your brains out to do all these extras, nobody is going to find this...

Case	Code	Frequency	Reference	Source
marion3	challenge/classroom related	1	19034,19564	MO0300

Source Material:

Seeing that we just read, for example, I tried to bring books that build Mac literacy so even though we're doing a Mac lesson and we've just read a book, the last book we read is The ? of Making ? and I wanted the children to write about that. I want them to write about invent a way that they could make eleven or whatever their favorite number is and then we get into the Mac lesson, which actually was skip counting, you know. That, it's been difficult to become system with that because of time and being under time pressure.

ck  
time

marion3 challenge/school related 4 9151,9533 MO0300

Source Material:

, we decided that so many of our kids were coming totally unschooled by the time they come to first grade that we wanted to go and use the observations record, well, there is a huge argument about not using all of it, you know, and then there's another argument ? like if you're not using the whole test, you're really, you're really, maybe, not getting a whole force of the results

marion3 challenge/school related 4 20226,20473 MO0300

Source Material:

think people receive you, no matter how humble or diplomatic you try to present your work, people tend to perceive you as a competitor when you're working shoulder to shoulder and I'm not sure that individual teachers can truly make the difference

Set

marion3 challenge/school related 4 20597,21503 MO0300

Source Material:

You almost have to be in a position that gives you that sort of tag that says, 'My job is to disseminate this information to give it you' and you're more received at that level as opposed to me bursting in here and saying, 'Hey guys, this is what I'm learning in study group'. I talk about it, you know, and the people who are interested, they bite, you know. I present it in my grade level meetings, you know, because I've had the opportunity to be the one making the agendas, you know, what we're going to discuss, but for example, I talked about this in my grade level reading.

What are the habits of good readers? I offered the pink form that has all of that and out of four teachers who actually, we're about seven that meet, but four of them actually Grade 1, there's was only two people who were in this ? and the other ones decided to carry on a private conversation while I was talking about it.

marion3 challenge/school related 4 21602,21817 MO0300





Source Material:

I just received a letter saying that I was going to be honored on Friday through the bilingual department ? for Excellency in Teaching.

MAJ: Congratulations.

MO: Thank you. And I have been reluctant to share that.

Case	Code	Frequency	Reference	Source
mv3	challenge/classroom related	1	15996,16166	mv0300

Source Material:

but we do not adjust. We never, never adjust [inaudible]. Maybe 'cause we have too many children in the classroom or something there, but we do not adjust, you know, to...

mv3	challenge/ <del>sch</del> related "lone ranger"	1	19089,20097	mv0300
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Source Material:

ometimes all the...the peers. I mean, other colleagues, you know, they have all the, you know, their own ways and it's very hard for them to...to...to change. And for you to, you know, to bring this knowledge or whatever, sometime the administration too can be, you know.

Q. How so? Talk about...talk a little bit more about administration.

A. Well, they don't want to rock the boat. And they just want to follow a pattern that teaches the way they have, and then, hey, if you are happy, I am happy, let's all be happy, you know. So you deal with that, you know. When you reach certain...a certain age of, you know, teaching, I know that you have...[inaudible]...that a lot of teachers, you know, by the way they feel the same way. They said, "Well, you know, pretty soon we're gonna retire. What are we gonna be, you know, trying to...to...to fight," you know, these battles that have already, you know, tried at the beginning of their, you know, when I started. And it seem like we don't go anywhere, so why try?

Case	Code	Frequency	Reference	Source
shirley	challenge/classroom related	3	4224,4495	SM0200a.TXT

Source Material:

I am feeling so inadequate as I try to put all these pieces into place here, because I am still moving something else which is antiquated or that doesn't quite fit, including the 25 kids and a few real behavior problems and doing the guided reading and how to go about it.

shirley	challenge/classroom related	3	8667,8930	SM0200a.TXT
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Source Material:

, but I think if I were more skilled at this now I would have been able to move them in the group. I think I did a lot of floundering with what level to start with and where they were at and because we were trying guided reading and that was not bad, it was good.

shirley	challenge/classroom related	3	10244,10372	SM0200a.TXT
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Source Material:

But some of them of late, some of the things it is even like that 18 group I haven't seen them in 2 or 3 days. I don't like that.

Case	Code	Frequency	Reference	Source
sm0300	challenge/classroom related	2	7040,7227	sm0300

Source Material:

I would also tell them that it...it looks a lot more difficult to learn, but it isn't that bad, and it's well worth working at. I mean, I don't feel even now...I don't feel even now proficien



sm0300 challenge/classroom related 2 27302,28267 sm0300

Source Material:

And so the time continues to be a challenge, even now. Our school, we have to do DRA testing. Right now, we have to do it at the beginning of the year and the end of the year. That's gonna definitely go in place for next year. We started it this year. And we have to have subs, because we couldn't physically sit with one child and be expected to maintain twenty, twenty-four other children. Now that's all well and good, but if that substitute, that support is taken away, but even though I want to do that, I might not be able to physically do that for all the kids. So like with the running records, I...I think it's really important and it's really helpful. And I've done it with my fo...focus child, and sometimes it was...it was difficult getting that in with one or two students. How I can physically do it with twenty-five students may not be something that I can do even if I really, really want to. So it...the time constraints continue to be a problem,

CVC -

time  
2561

sm0300 challenge/profession related 1 28371,28863 sm0300

Source Material:

how much time the teacher has. Because even our P&Ds that we finally got, we've lost them. We have to do other things, and we're constantly being given other things that, I don't know, may or may not relate to this, and we don't have a choice sometimes. And then after school and before school it's just so...so much there, 'cause if you have...if you're the person who has to go out and get the professional development, that's the...that's the only time that's provided for you, then, you know...

P&D  
me

sm0300 challenge/school related 1 41554,41763 sm0300

Source Material:

You know, there are people in our...in...in...in my school, you know? One person told me, "Why, I'm not paid to do that." It wasn't a...it wasn't a regular teacher, you know, but there are all...all kinds of attitudes

SUMS



Cxt spt

1/15  
SES/CH  
GPA  
✓

These citations describe supports of context outside of study group.

Case	Code	Frequency	Reference	Source
benni	support/n/home related	1	59112,59230	untitled

Source Material:

Case	Code	Frequency	Reference	Source
benni3	spt/PD content	1	31978,32085	CK0300a

Source Material:

he information was like unbelievable, how much information you got, and every single class I took I'm using.

benni3	spt/stud related	2	27138,27784	CK0300a
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Source Material:

So I've done a lot of changes. What is happening is if you don't change, first of all, the kids are changing. The ones that we are getting from day one are not the same children when I first started teaching. There is a whole different background, and also a whole different level. And if you continue with the exact same curriculum that you were on, it's boring. So you have to change. If you have to make that school is...okay, means something to the kids. You know? It means that you can relate to the children in saying, all right, they're all...they're all at different levels anyway, so you have to relate to each child as an individual,

benni3	spt/stud related	2	28198,28252	CK0300a
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Source Material:

You do the best for the group you have in front of you.

benni3	support/schl related	1	12475,12908	CK0300a
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Source Material:

When I first start, I more or less...Joan has the level books from...Leslie had given her for each...which one is the best one to do a running record on. I look at the child and I...and I take the first one that I think that the child may be...the level the child may be at, and I'm taking a good guess by when they come to me in September, what the story is, I have a level of where the children were when they left in June—the reading level.

benni3	support/the how of PD	2	32248,32535	CK0300a
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Source Material:

he first half of the first one was a lecture.

Q. Okay.

A. Then they would probably bring in a video about it, such as Channel 2 had a video on the brain. So what they did was, and then they would open it up to discussion, and show you different ways...it was a lot of cooperative learnin

benni3	support/the how of PD	2	32935,33145	CK0300a
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Source Material:

do a personal reflection after each class, then you have a paper due, and if you want to get an A, you have to read a book and just give a...you know, so they gave you the options, they told you what was required,

Case	Code	Frequency	Reference	Source
carol	support/n/home related	1	9853,10120	CL0200

Source Material:

Stephan's a twin. I guess the other twin's not doing well. And anyway, I asked to see her. And he started to improve. And then she came up again because of the other daughter, and she said to me that's she's been so pleased that she wishes that I could ha...he could

carol	support/principal	1	28548,28568	CL0200
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Source Material:

Oh, Anne is wonderfu

✓ hit





carol support/ses 3 22572,22757 CL0200

Source Material:

So you...what you're saying is, I think, is that you, because of your years of experience, you're able to observe a young child and [inaudible]...

A. Yes, yes, as they present themselves.

carol support/ses 3 28713,28938 CL0200

Source Material:

it when the principal comes in and says to the children, "Could you read that for me?" I never feel intimidated. Never, because I know that they should be able to read it. I have enough belief in myself, okay? I know that.

carol support/ses 3 58758,58867 CL0200

Source Material:

A. I'm trying to finish "Snow Falling on Cedars[?]."

Q. Well, okay.

A. So I can give it to a friend of mind.

carol support/sys related 2 28712,28938 CL0200

Source Material:

...it when the principal comes in and says to the children, "Could you read that for me?" I never feel intimidated. Never, because I know that they should be able to read it. I have enough belief in myself, okay? I know that.

carol support/sys related 2 29032,29098 CL0200

Source Material:

And she knows the children, and she knows who ca...she will know that

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Case Code	Frequency	Reference	Source
connie2	spt/ <del>std</del> related	1	9860,10058 bm

Source Material:

Easy for me, hm, the grouping, that has made it easier, because if you have different groups, the more groups you have, and the more centers, the more time but less students you have within a group.

connie2 support/schl related 2 12381,12591 bm

Source Material:

have people from our side that they come and we sit down and look at student's work almost once a week, where um, also looking at student's work seeing the guided reading and the running records they do to help

connie2 support/schl related 2 23348,23493 bm

Source Material:

Maybe in the future, if you plan to do this again, maybe you give us 10 minutes, 5 minutes to talk, because that is one of the best ways to learn.

connie2 support/ses 2 11907,11999 bm

Source Material:

o it was a challenge, but with practice and I know that I am at the beginning stages of this,

connie2 support/ses 2 20450,20716 bm

Source Material:

ne of the things that we are saying is because we are veterans we don't need help, so this group has, I have realized that even though no matter how long you have been teaching, there are other colleagues in the same spot that you are and we all need help with this.

connie2 support/sys related 2 12952,13333 bm

Source Material:



I can count on her, like if I need something, like materials, I can go to her. Also, um, she had with professional development, she gave us a lot of facts, too, not only has she given us opportunity to participate, she participates herself. This is a great plus because I mean, hey we have to do it, but she is not just showing us that we have to do it, but she has to do it too.

connie2 support/sys related 2 13357,13614 bm

Source Material:

I mean if I have problems with the students, behavior problems, academic problems, I can go talk to her, talk to Ms. Washington, talk to Mr. Curry, and I have confidence that they are going to listen to me and we are going to do something about the student.

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Case	Code	Frequency	Reference	Source
connie3	support/n/home related	1	4050,4172	CT0200a

Source Material:

Um, it sounds like she gives the mother a hard time at home about doing it, where as in here she likes it and works together

connie3 support/sys related 1 8634,8725 CT0200a

Source Material:

: I think it was nice when we got those little books. That was nice. I thanked her for that

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Case	Code	Frequency	Reference	Source
ct3	spt/stud related	1	13451,13609	BM0300a

Source Material:

changes are not easy, but what make it easy for me is the student, because I realize that, I mean, it's them, the one that I here...and I'm...I'm here for them.

ct3 support/n/home related 1 1767,2102 BM0300a

Source Material:

But she is a very disturbed child because of what's going on. And I have known this because, I mean, I want her to do the best and all the students, but with her, and see if I pick her for this study, I have to come closer to the mother and, I mean, and know the family better. I mean, I don't know with this child. She's learning.

ct3 support/schl related 1 28622,28984 BM0300a

Source Material:

o that maybe, in a mixed group, what are the things that the kids...like if a third-grade teacher, we can say, "Okay, the second-grade teacher help you prepare the student [inaudible], because we know that what they supposed to be teaching and the kids learning, but sometimes we don't do that. So...and that's one of the things that I think a mixed group will help.

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Case	Code	Frequency	Reference	Source
cynthia	support/n/home related	1	24642,24742	CK200a

Source Material:

I can see the children who are really progressing beautifully, they are really forcing their parents.

cynthia support/schl related 1 12838,13052 CK200a

Source Material:

hat is great that the environment here is such that you can come in and find a book that after you determine their needs, that you actually have a place in this school, that you could find books which meet his needs

cynthia support/ses 1 14336,14563 CK200a

Source Material:

So I said, no, but if it is something that I know I am going to need, why don't I get an introduction to it and find out what it is about. And if you shut off the brain from learning I have no right to do that if I am teaching.



cynthia support/the how of PD 1 29851,30031 CK200a

Source Material:

In the study group our opinion counts and a lot of different types of professional development you just sit there and listen to it. This time, it is hands on and you have to do it. *Prof +*

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Case	Code	Frequency	Reference	Source
cynthia	3	spt/stud related	3	15445,15901 CT0300

Source Material:

If the kids really understand it and we get moving right along. But, you know, at that mee... that second meeting, you said you weren't going [inaudible] like, you know, how meaningful was that. You know, that other meeting was better that we had gone to earlier. And... you know, some things you just say, okay, you know, you put your time in, but it really wasn't worth it—to how many ideas you were gonna incorporate. If it works for the kids, I'll do it. *✓ ST*

cynthia 3 spt/stud related 3 16575,17051 CT0300

Source Material:

I mean, we were on a roll in here too. I mean, they... they just come in, they're mesmerized, they want to learn, and we get right down to... to business, so I get, you know, a lot of satisfaction from the kids.

Q. So when you see the kids making progress, then you're...

A. Turned on more, and then it just... it's just... ongoing support.

Q. In what way? I mean, from the... support from where?

A. Well, the kids are doing well, I'm supporting them, and it's just going back and forth,

cynthia 3 spt/stud related 3 16844,17056 CT0300

Source Material:

Turned on more, and then it just... it's just... ongoing support.

Q. In what way? I mean, from the... support from where?

A. Well, the kids are doing well, I'm supporting them, and it's just going back and forth, okay?

cynthia 3 support/n/home related 1 17635,18234 CT0300

Source Material:

I try to get them to realize that, you know, we're in this together. Years ago, they would take it as a threat, I guess, when the teacher would say it. Now, you know, I say we're a team, we're gonna work together to help your child. Shirley said that before too, but they just see the teacher as a helper, the guider, and we work together, and, you know, they ask me to send home different things and I do. And I found that's been important. Even like some of my top kids, I mean, if I have something, I just call the mother or the kids are down in the day care. I go down and tell the mother. *hit +*

cynthia 3 support/ses 1 36945,37069 CT0300

Source Material:

I'm an active learner all the time, looking for more ways, better ways, different ways to do this and do that, to reach them. *- - -*

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Case	Code	Frequency	Reference	Source
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No Codes were selected for this case 'Dec'

~Case	Code	Frequency	Reference	Source
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JAN	spt/profession related	1	14929,15203	CL0300
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Source Material:

rom kindergarten, and Stephan could barely write, his spacing was terrible, everything. *hit +*





If you have smaller classes, even in kindergarten, they can give them more attention [inaudible]. They're all you need. In kindergarten, they have a couple of very disruptive children.

JAN spt/tchr family relat 1 47207,47369 CL0300

Source Material:

hat's the best legacy that my mother gave me and my father. He's dead twenty years now.

Q. Yeah.

A. They wanted us to go to school, or I wouldn't be here today.

JAN support/n/home related 2 1375,1455 CL0300

Source Material:

And both of his parents came up for open house and his brother. Isn't that nice?

JAN support/n/home related 2 10432,10877 CL0300

Source Material:

had to send for the mother twice. I mean, that's how...

Q. At...at first.

A. Yeah, I mean, she was very concerned. She's a single parent. The grandmother, her mother, lives with them. She doesn't speak English, and we had an incident where he stole the book, and I know he stole the book because the grandmother knew.

Q. Yeah.

A. Okay, so...it took a bit to straighten him out. But he's been a dream. He really has. He's so proud of himself.

JAN support/principal 2 45066,45286 CL0300

Source Material:

is wonderful.

Q. She's wonderful.

A. ...to work with. She appreciates your efforts. I have to say that the [inaudible] part about working, about [inaudible] appreciate what you're doing, and I...I really have to say that.

JAN support/principal 2 57264,57485 CL0300

Source Material:

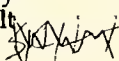
And if they want the principal to say, "Okay, that's a good one," because the principal knows the curriculum.

Q. See, that's the catch.

A. The principal has to know what's going on. "That would really help you, Connie."

JAN support/schl related 3 3618,3898 CL0300

Source Material:

Mark came with Maggie first and I was just stunned. I [inaudible] two of them. They sat through the whole thing. It was unbelievable. I wouldn't say I was nervous. I felt very comfortable with myself, but I never expected somebody to sit right there and  listen to every word...

JAN support/schl related 3 12692,12927 CL0300

Source Material:

very...he just...everything, plus at first he was getting some help from...I had him go to the literacy thing. We had a program. We're not gonna have it next fall. We had a literacy tutor so that they're teaching them just to look at jobs.

JAN support/schl related 3 30470,30552 CL0300



Source Material:

...I would go to Mary [inaudible] and say, "Mary, what's this thing with the centers?"

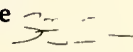
JAN support/ses 3 24649,24798 CL0300

Source Material:

I've taken a lot on myself to read about it. You know, I'm kind of like that. This thing with the daily mess...the daily news and the morning message.

JAN support/ses 3 25769,26000 CL0300

Source Material:

, I'll tell you, when we first started this, the program, I like to try new things, so I think when you begin like that, as opposed to like people are saying, "Well, teachers who are older didn't like...," well, that wasn't the truth. 

JAN support/ses 3 57583,57945 CL0300

Source Material:

But it has to be...it can't be dictatorial. "You MUST take this."

Q. Okay.

A. Okay? I don't think...

Q. Okay. Now I understand what you're saying.

A. I could...I don't [inaudible].

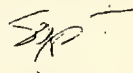
Q. No, I understand what you're saying. No, you are.

A. It's...it's very hard to really...

Q. So...so to you, PVPs[?] should revolve around not just curriculum, but also the interest

JAN support/sys related 2 37522,37752 CL0300

Source Material:

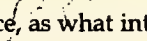
I take five periods a week planning and development is essential, yeah. It just takes a lot of preparing. 

Q. Yeah, absolutely, yeah.

A. I don't know how to tell you. Before you could just read, all right? This, it takes a lot.

JAN support/sys related 2 57075,57216 CL0300

Source Material:

That's why I think the teachers should have freedom of choice, as what interests them, when it's applicable to the curriculum at their level. 

JAN support/the how of PD 1 42335,42502 CL0300

Source Material:

don't know if you're gonna do this again, but at each meeting maybe two people, depending on the number of...of teachers, would really have to have planned and prepared...

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Case	Code	Frequency	Reference	Source
jt0300	spt/stud related	4	46737,46865	CK0300a

Source Material:

really enjoyed working with one-on-one with the child and I think I'm gonna do that from now on—a child that I think is at risk.

jt0300 spt/stud related 4 49529,49949 CK0300a

Source Material:

I think that the DRA is great, and I'm very happy I was introduced to it. Running records, I love. But if there's anything else that's gonna help me to...to get a level for



my children and go to the next step, that's fabulous. You know, I mean, I want to do the best, and I do know that I do have some...there are some concerns that I have about whether or not the children that I am testing it's the right test for them.

jt0300 spt/stud related 4 16492,17151 jt0300

Source Material:

Maybe the mindset of what teachers are, maybe all the...the talk about teachers having it so easy, why do they want to do this, they have the summers off, they don't try, they don't work. People don't really realize that some teachers really go the extra...the extra mile to learn, to keep up with new techniques, new strategies. They're always trying, they...they're always giving to children. I mean, this is their whole heart and soul. I mean, if you're a teacher, you want the best for your students, and you really try your best. It's not just a job. It's just...it's a responsibility and if you didn't, you know, care for kids, it wouldn't mean anything.

jt0300 spt/stud related 4 20849,21204 jt0300

Source Material:

A. What makes it easy is wanting to know more—what will help children. I mean, that's the profession I chose; that's what I want to do. I want to be effective towards children. I want to help them get better at whatever problems they have, so I feel that I've been open in my professional development tuning[?] the techniques, because I'd like to know.

jt0300 support/schl related 4 51774,51996 CK0300a

Source Material:

I feel it's pretty good. I feel it's good. And I know that next year we're gonna get like forty-eight hours of training. So, I mean, Joan is the trainer...train...the trainee this year. Next year she's gonna be the trainer.

jt0300 support/schl related 4 36534,36963 jt0300

Source Material:

s I listen to some of the other teachers, I hear them say, and I think it's already happening, is they shared it with other teachers, and they're spreading things around and other teachers are embracing it, so I mean it might be a good way of reaching out, branching out to some of these resistant people, having a veteran...veteran teacher sort of say, "Gee, this is really happening; seeing results of children making better gains

jt0300 support/schl related 4 37247,37595 jt0300

Source Material:

It could be a complimentary...not a complimentary...completely voluntary type situation, but also that maybe it could be shared at a grade level meeting.

Q. Okay.

A. But like a demonstration. But the administration would say, "I think this would be a good idea [inaudible] DRA too. Let's look at it. Do you really know what you should do with it?"

jt0300 support/schl related 4 38671,39426 jt0300

Source Material:

ur professional development than just listening to someone rehash all the information at us—dictate. You know, I mean, everybody's required to do the DRA, and I don't think anybody really is proficient at analyzing it. I think, well, this is...this is how you analyze it, what is the child doing, and tell her what...what you think that the next step would be. Make it so that it...it's meaningful for the teacher and say, "Oh, gee, I've got something I can use." You know, they always want hands-on, they always want modeling. The teachers do because they're not sure, because it...it's like testing the water and they say, "Am I doing it right? Am I doing it wrong? Show me how to do it and then I'll try it." I think that would be better for...for people.

jt0300 support/ses 1 40506,41010 jt0300

Source Material:

hat veteran teachers also have to know that they are useful, and that they have a lot of good ideas because they've done a very good job, most of them. Like I said, monitoring...mentoring...





Q. Mentoring.

A. Mentoring other teachers, helping out just with the way the school is running, just to helping out as a friend to listen to, and then the new educational things with literacy. All our life we have to keep up with new things, and just because we're old doesn't mean that we're not willing and able.

jt0300 support/sys related 3 44517,44919 CK0300a

Source Material:

And I think it may have been good to have young teachers in there. Like half and half.

Q. Okay.

A. So you can both perspectives. Because I think that the young teachers feel that sometimes they're overwhelmed. And they know...I don't know if they still have the mentor/mentee program. They used to have it, I know that. And I know that the teachers really...all the teachers thought it was wonderful.

jt0300 support/sys related 3 53830,54199 CK0300a

Source Material:

I really am very happy with that. And then [inaudible] got six hundred dollars [inaudible].

Q. Yeah, yeah, per person, right? [inaudible]?

A. Yeah, yeah.

Q. What are you gonna do with that?

A. I think I'm getting a lot of [inaudible].

Q. No, but you can have it in your own room, right?

A. Yeah. The kids will love...love it, because I got David Jones' [?] books.

jt0300 support/sys related 3 15109,15402 jt0300

Source Material:

he workshop at the Manning School I think was very beneficial. They had some, you know, hands-on activities and...and it made sense, you know, and I think that's what a lot of us need, is to say, "Well, look at this. You know, the child needs to go to this step, because they're not doing this."

Sum  
SF

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Case	Code	Frequency	Reference	Source
judy	support/schl related	3	7607,7934	JT200a

Source Material:

When you were at our school as a coach you did a lot of work with us which was very beneficial on the running record, so that was really the first opportunity and mostly everybody was open to that idea, so it was good training, very good, very structured and we knew exactly what was going on. I think that is what we need now.

FRAT

judy support/schl related 3 17385,17515 JT200a

Source Material:

go into second grade classes and as I said I try to give the teacher an idea of what strategy to work on with a certain student.

judy support/schl related 3 23708,23922 JT200a

Source Material:

heir scores were very, very good and I can see why. Most of the teachers were trained in the strategies, so that they solved the problems early on and the kids when they get to a higher level, there is no problems.

judy spt/stud related 1 13915,14182 JT200a

Source Material:

anything else in your work this year, which has not made it easy for you to take on



more understanding of the running record?

JT: Like I know it works, it shows positive results, the children do respond and that alone is all you need. I mean that is the big thing.

Case	Code	Frequency	Reference	Source
margie	spt/profession related	1	25212,25464	mv0200

Source Material:

the guided reading, yes. That has helped me a lot. Because you read and you come out with more knowledge of the material you have read. So when I do this and I go home with a little bit of knowledge every time I go to the meeting, that is very good.

margie	support/schl related	8	3668,3775	mv0200
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Source Material:

anet, this is the way we used to do it, but she always says ask Maryanne, (laughing), because things change.

margie	support/schl related	8	8519,8726	mv0200
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Source Material:

Well when a person knows what he is doing that makes it easier, you are more secure when you know what you are doing. You feel more capable. That has made it easier I am not struggling with certain things.

margie	support/schl related	8	8962,9225	mv0200
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Source Material:

Janet, I would say Janet supports me.

\*MAJ: Hm, mm,

Page 6.

MV: And anything I like, like the other day in running records I went to her right away and we did it together, we did certain things together and everything so that has been very, very helpful.

margie	support/schl related	8	15524,15695	mv0200
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Source Material:

heard that by what's her name, Irene, she said something or I read it, like teaching can not take place unless you assess, is not taking place unless you assess the child.

margie	support/schl related	8	19815,20017	mv0200
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Source Material:

this is something I told Janet and Janet said let's see what happens, is to take those children to do the assessment, the running record and to give this to the tutors and say this is where its lacking,

margie	support/schl related	8	20531,20695	mv0200
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Source Material:

I think every other Tuesday we have some strategies, now we have told them what to do with certain things of the assessment, you know that is required, every 8 weeks

margie	support/schl related	8	20761,21057	mv0200
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Source Material:

I told her that we were going to use what you taught me to help the other, someone to take the video of one of them, when they are teaching, tutoring the children and then what we will do is ask them, Ok, do not look at the teacher, the tutor, just look at the child and tell me what he is doing.



margie support/schl related 8 26231,26318 mv0200

Source Material:

when she said it would help me over here with the job I have now, this is why I said Ok.

margie support/ses 1 24327,24759 mv0200

Source Material:

In a sense, we are all veteran teachers, that we do learn from each other, that is why we were saying we need to talk more to one another. In a sense you have a tremendous knowledge here from all the teaching. And I feel good because by seeing them, I don't feel like I am saying these are teachers, we are at the same level when it comes to records...it is incredible that we have been teaching for so long and we became aware now

SEE -

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Case Code Frequency Reference Source  
marion support/schl related 2 20978,21425 mo200a

Source Material:

Which I do belong, but um, I am hoping by consistently doing it in my classroom, that it be more of like well I notice that Mary is doing better in her classroom and I notice that, and I realize that this is what they were talking about in the literacy training, maybe I will try, even if I may never know that it was through what I was doing and the fact that it was working and pushing my kids to achieve more in the areas of reading and writing.

marion support/schl related 2 21730,21883 mo200a

Source Material:

So I feel that this year is the first time, building wise, that we have had specific literacy training, or let's say training in any one particular thing,

marion support/ses 2 17900,18013 mo200a

Source Material:

It feels good to know that you didn't just, you know that it's something that is truly based in the best practices

marion support/ses 2 24321,24768 mo200a

Source Material:

so therefore it becomes even more of a goal of mine. I try not to get too aggressive about it, but you know of trying to maybe standardize is not really the word I am looking for, but it approaches that, where you know that, you, try to even if you say standardize, you try to say it when people come and ask you why did you do this, or how did you come about it.

SEE -

\*MAJ: Hm, mm.

MO: You try to make your materials and ideas available to people.

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Case Code Frequency Reference Source  
marion3 support/ses 3 15310,15796 MO0300

Source Material:

For me it was also helpful to go to the Saturday sessions, you know, and be involved in a larger group of veteran teachers because I found a lot of people who came there had been teaching for many years, you know, and it really confirmed to me that despite what sometimes we hear, you know, it's either communicated one way or the other between things not said, I saw a lot of people who are still, even though they are not jaded, they still want to bring fresh things to their children.

SEE -

marion3 support/the how of PD 2 35762,36404 MO0300

Source Material:

I think that effective professional development not only gives you the information, but also gives you a channel to practice, you know, or to be supported. I think if you, you can go to a million and one sessions and you have full intentions of bringing it back to your classroom to your children, but you find you get there and it's so difficult to graft

SEE -





it into your already established routine, but if somebody comes along besides you and says, 'You know what, I'll come to your class. I'll work with your kids', for a couple of weeks, a couple of months, however long you think it will take for you to do this, it makes a big difference.

marion3 support/the how of PD 2 36541,36700 MO0300

Source Material:

either someone from who officially gave the workshop or I think a contract with somebody who has agreed that they would be a mentor for you in doing the process. CBT

marion3 support/ses 3 35124,35574 MO0300

Source Material:

The more I think about it, the more determined I am to make sure any time I come in contact with someone that I have to teach something that I do it in the most pleasant and exciting manner so that they're not turned off by the process of learning. So, some of the adult learners, some of the adult non-learners that we see, are a result of being children who were turned off on learning and reading and inquiry based type of things a long time ago. SE

marion3 support/ses 3 33790,34085 MO0300

Source Material:

Professional development is a very selfish thing. It, in that, you are doing it to keep your mind stimulated to keep learning, an ongoing process for you and to give you fresh materials to bring back to your children. I was a believer in professional development before it was "forced upon us". SES

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Case	Code	Frequency	Reference	Source
mv3	spt/PD content	1	21567,22035	mv0300

Source Material:

Something like, you know, that they know that they're learning, that they are...something that they could use in the classroom. The thing is that the workshops that they bring to us, I mean, they're not...they're not doing anything with us sometimes, you know. CBT

Q. Okay.

A. Different things that it was just, "Well, I'm not gonna get up early or be here at 8 o'clock to be here just to...to hear someone like, you know. It doesn't make sense that I'm gonna waste my time."

mv3 spt/tchr family relat 1 23164,23434 mv0300

Source Material:

easy with the fact that...that my children are already older that I could be in every workshop that I could think of. Yeah. Yeah, I don't have...I'm...I don't have no need to be in my, you know, my house at a certain time, you know...

Q. Yeah.

A. ...the food to cook, whatever.

---

Case	Code	Frequency	Reference	Source
shirley	spt/stud related	2	17432,17628	SM0200a.TXT

Source Material:

he more I have him up in the small group and more times calling him to task he in a large group he just tends to be laid back and not focus, but um, the more he's reading the stronger he is getting

shirley spt/stud related 2 17879,18058 SM0200a.TXT

Source Material:

ome kids need small group more and I think he is probably a child who needs a small group that is his style, he learns better in a small group and some kids are like that you know.



shirley support/n/home related 1 13775,14042 SM0200a.TXT

Source Material:

maybe because I know the parents the extent of the eye problem is very serious and they are hoping that if he were to wear the glasses all the time, that some of it would begin to correct itself and indeed this year, they said that some of it is starting to get better

ht  
v

shirley support/ses 1 2832,3034 SM0200a.TXT

Source Material:

when I am asked to do something in my job and I have to enforce it or do it, then I try to look for what's relevant and work the piece that isn't so offensive to me or directly against what I believe in

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Case Code Frequency Reference Source  
sm0300 spt/PD content 2 21893,22042 sm0300

Source Material:

the way or extent that I'm able to gain the knowledge and internalize and use the new information, then I think dictates how much change I could make.

sm0300 spt/PD content 2 22971,23454 sm0300

Source Material:

it has to be practical. It has to be given in a way that I can use it. I like...I like things that I can take away and use right away. I will read, I will...I will look at some of the research or some of that information, but I need...I need the more hands-on knowledge and how it directly affects the kids. And that's what I need. I...I need it always to be directly connected, and not just too much for the abstract and just intellectual, way out there. It has to be directly related.

LRT

sm0300 spt/stud related 3 18843,19079 sm0300

Source Material:

Well, the expression...what is it? You can't teach an old dog new tricks and things like that. Well, I might be an old dog. But I'm real...I will try to learn a new trick if I think it's gonna help my kids. And that's the driving force.

AMIDE  
JMM  
SLT

sm0300 spt/~~SES~~ related 3 20333,20678 sm0300

Source Material:

You know, I'm always so concerned that...I...I don't want my kids to be lacking because of me. So if there's anything I can do to help my kids to reach their full potential, then I...I'll try to do it. And so those kinds of professional development workshops are things that I think will help me to help my kids. That's what I'm most interested in.

1 ST

sm0300 spt/stud related 3 21338,21701 sm0300

Source Material:

If I don't think it's help...if it...if I don't find that it's...or feel that it's gonna make a difference, then that's a turn-off right there. But when I...when I see and feel or get a sense that kids are learning, kids are reading, kids are progressing, no matter what their situation is, if they are able to make progress, then...then I'm...I'm looking and I'm interested.

VGX

sm0300 support/schl related 1 10272,10585 sm0300

Source Material:

There's some...of course, what we've learned here was...was also the DRA testing, that was talked about in the ELIT[?] course. We had someone come to the school and talk to us about it. So you could say that it was duplicated or that we had other ways to learn about the same thing, but not really with the intensity

SCAT

sm0300 support/ses 1 7315,7553 sm0300

Source Material:

I can...I can, you know, take a running record, and I can look at it, and I can gain to...you know, I can...I've gained certain information, but I...I still feel that there's more I can learn. I still feel that I...I want it to be more automatic.

SES



sm0300 support/sys related 1 11079,11226 sm0300

Source Material:

implementing certain things have become mandatory; that how I implement them with the...the way I have embraced that has a lot to do with this course. *SES*

sm0300 support/~~the how of~~PD 1 23504,24369 sm0300

Source Material:

in terms of what setting is best for me, I need to be in a setting where I can learn, where I'm expected to learn, where I know I can...that has to do with respect, it has to do with giving the information that...that I'm...I'm looking for that's necessary—not somebody spinning off just at the top of their head or showing how smart they are, but I want that information to be relevant—it must be relevant. And then in a situation where I'm respected as a learner, and where I can...I can...there can be an exchange of dialogue, and I can...I will be able to...if there...if I find in my area of learning that there are things that are not meeting my needs or that need to be clarified or, you know, if I need to ask questions about it or I need to repeat so that it can be affirmed that this...this indeed, this is what it is, you know, 'cause that's how sometimes I learn as well.

*SES*  
*PD*  
*Context*













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